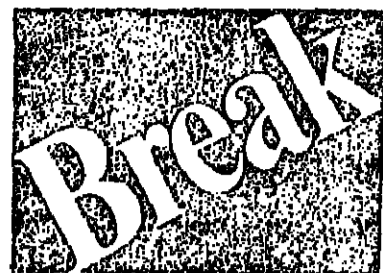


Educational Supplement

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A positive wrong

In his talk to the Minority Rights Group last week, Lord Scarman dwelt for some time on the case of Allan Bakke, the white American man who was turned down by California university medical school at the same time as 16 blacks with lower scores were admitted.

Scarman, lucid and clear-headed as ever, suggested there were two conflicting principles at stake here: how to help weaker groups break out of a cycle of accumulating disadvantage so that they were given genuine opportunity by quota systems and so on versus the right of an individual to education, employment and welfare benefits.

"Is not Bakke's rejection an act of discrimination against a white man based on colour and ethnic origin?" he asked. "Is it right to pay the very high price of denial of career opportunity? Morally, it is difficult, though not impossible, to defend a legal system which imposes on an individual the burden of personal sacrifice to ensure opportunity to others."

The legal problem was to decide how far one went to relieve disadvantage, said Scarman. Bakke's case, now before the Supreme Court, showed how inadequate equal political and civil rights were in solving social and economic problems. Britain faced the same problems with the Sex Discrimination and Race Relations Acts which "loaded" the law in favour of minority groups.

"This is a very dangerous ground," he said. "The permanent bodying of the law may put the unity of society at risk of collapse." Lord Scarman's drift was that positive discrimination was needed but should be seen as temporary and ultimately unjust.

He proposed—not surprisingly, given his former pronouncements—that a Bill of Rights would do the trick, put Britain back on course and uphold the rights of the individual over the group. If more time had been allowed for questions, he would undoubtedly have come in for a lot more stick than he did.

As it was, he got one pointed question about the way in which judges might interpret a bill of rights and another questioning his whole thesis of the group versus the individual. It was suggested that the battle was really between groups: the black underprivileged group, say, versus the white privileged group. Scarman did not accept the argument.



"Ah, yes, I was forgetting you won't have seen one before, it's called a book."

True blue

Traditionally-minded readers will, I am sure, be glad to know that our Russian guests at the Prama next week are not to miss out on such true-blue monuments as St Paul's and the Tower of London.

Their whirlwind tour will ensure that they are already stuffed with memories of a touchingly downbeat kind by the time they perform with us. Precise dinners and VIP photo-calls will alternate with coach tours to Winchester and round Tutwuch (their hotel is in SE19). There will also be extended visits to Kingsdale and Bodaleys schools. So high is the pressure to fit everything in that their chess tournaments at Kingsdale yesterday were scheduled to start at 1300 hrs and stop at 1330.

Planning enigma

Christopher Hayes, who has written a cross letter to the editor this week, retires from the Training Services Agency early in the new year. The civil service will lose a restless, inspiring mind, and education a friend at court.

As the agency's deputy chief, Mr Hayes has refused to go along with some others in industrial training in what he regards as simplistic attacks on the schools; he has told employers that employees do not know what needs to be taught either; and has mounted research to try to find the answer.

But Mr Hayes is never himself simplistic. His handling of the BEC report to which his letter refers is a case in point. It was Mr Hayes himself who first mentioned the study to the TES early this year, stressing its possible implications for education and the challenge it appeared to pose to existing assumptions in industrial sociology. As a former Birmingham university researcher in the philosophy of science who has become an authority on personnel management, he is particularly well placed to evaluate the significance of the material.

Ever since, the TES has been trying to get the full facts out of Mr Hayes, offering to let him

explain them himself in a signed article. The account that we finally published was based on a very guarded talk he gave—a year after the study—on the TES website. The TES were not alone in misunderstanding his zany references to the method used in the study, and his statement that the TSA would now be mounting parallel research.

Mr Hayes plans, after retirement, to go on working in the education and training field as an independent consultant. Since the BEC's researches do not come under the Official Secrets Act, perhaps he will then feel free to write that article.

Algerian what?

Strange goings on at Colchester English Study Centre, where they concentrate on the teaching of English for special purposes. And when they say special, they mean it.

Recent pupils at the centre, I am told, included Algerian artificial inseminators, a group from a Brazilian sewage board, some Afghan agriculturalists, and a scattering of Norwegian soil scientists. Not to mention a number of personal assistants to the Mozambique revolutionary government who—naturally—wanted typewriters with Portuguese keyboards.

At the centre, they say, they teach English with special regard to what pupils will need it for—which just goes to show that they must have a large vocabulary. Their latest contingent, a group of Quebec education advisers (equivalent to local authority inspectors) who were there last week, hardly posed the same kind of problems.

But they were studying the teaching of English as a second language in a Canadian province where 80 per cent of the population is French-speaking and where the situation is, in yet mildly delicate after the introduction of new language legislation by the Parti Quebecois.

New laws make French the dominant language and culture in Quebec, where the English minority has traditionally held sway. None of the 11 educational advisers who spent four weeks at the Colchester centre thought the situation was as bad as the English newspapers in Montreal made out. In fact, said one, he thought his students were now being motivated. "They are not told that they have to learn English to get a job, and so they are no longer so resentful. They are more willing to learn."

The course at Colchester was successful, they say, and it was a change to learn about the English, instead of American, educational methods.

Double entendre

A recent advertisement in The Times for a deputy general secretary for the National Schizophrenia Fellowship—"New post in fast-expanding voluntary organization"—was sent to us by a reader. "I am", he said, "in two minds about applying for it."

Good book guide

Are you bored; frustrated; living in the country; living abroad; fed up with buying, wrapping and posting literary Christmas presents for your thirteenth Aunt Hilda? Peter Braithwaite and Richard Taylor claim to have an answer to your problems—The Good Book Guide, the first issue of which has just appeared.

The idea certainly has a lot to recommend it: a quarterly publication containing thumbnail reviews of outstanding new non-fiction books is coupled with a supply service which allows readers to obtain the books directly by post at regular bookshop prices. . . . The proof, of course, will come in the editing and operation of this kind is bound to face considerable practical problems.

The first issue of the guide is a pretty slim affair; the reviews have an inevitable whiff of publisher's blurb about them, but the selections themselves, covering everything from gardening to "mentally" to exploration to children's books, are sensibly put together. The annual subscription to the guide is £1.50 (£4.50 overseas, including postage). It can be obtained from Braithwaite and Taylor Ltd., P.O. Box 28, London SW11 4WT.

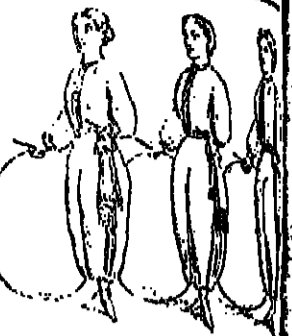
Expert guidance

The Royal Geographical Society have a practical approach to their sixth-form lectures: they find out from teacher advisers which bit of the A level syllabus is causing trouble, and find experts to fit the bill.

This year the subject is water resources. The RGS have invited Mr Peter Starr, first director-general of the National Water Council, and Dr Keith Smith from Strathclyde University to perform on January 26. Tickets 20p a head (no charge to schools that are educational corporate members of the RGS). Applications (with payment and stamped addressed envelope) to Administrative Assistant, Royal Geographical Society, 1 Kensington Gore, London SW7 2AR.

Also in the something-for-nothing department: the Galtonian Foundation, in a superhuman effort at dissemination, are giving free copies of Lord Redcliffe Maud's report, Support for the Arts in England and Wales, to educational courses—as a textbook—to libraries.

Andrew Fairbairn, Director of Education in Leicestershire, said at an Education and the Arts seminar in Nottingham recently that every person connected with adult education should possess a copy. Galtonian are doing their bit to see that happens.



"Marching is rather dull for ladies, and therefore I am glad to be performed in a graduation of time while marching the Hoop."—extract from Arabian Nights, who has in London. Picture and text from Great Days and Jolly Days (now published by Hodder & Stoughton, £1.50), the story of a school and girls' sports which readers of the column may remember having about while it was in the most indefensible use of the word 'hoop' (using it to stop the boys' girls' schoolboys) was in Latin, it makes interesting reading, even if the reviewer's heart felt "Rah Rah Rah" more modern times.

Standards are on the up at DES. Standards of fitness at the lifts in the tower block at Waterloo Station are of action and since the repair men have been set to work on these there is nothing for it but to take the grander you are the higher the building your office, and the grandest people live on in thirteenth floor.

But it's not only the permanent staff of teachers and Ministers who hope for a speedy end to the dispute. The official from the Advisory, Conciliation and Arbitration Service—who is trying to sort the row has a file waiting in his library dealing with the question of teacher union representation at meetings with the DES.

Once he has sorted out the file he will be able to help many of the officials from the various unions who travel in them to that with which Mr. C. Casey and Jarvis to talk up all these things.

Top flight

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Next week

Secret records: Leonard F. White on the information they carry; Lucy Hodges on the effect of the public debate.

Malcolm Muggeridge looks critically at the current debate between Christians and Marxists.

5 P-K3 to be followed by 6 KR-K4. (c) Hort himself suggests in the British Chess Magazine that the solid way of playing is the solid way of playing. Neither move is particularly clever, but it is the only move that White has already compromised his position.

(d) Preparation. If White does nothing to prevent it to play P-K3. (e) Preferable is the line suggested by Hort's Q-K2, KR-K3, 9 B-K2, since then White has an open diagonal. White bishop enjoys an open diagonal.

(f) Probably over-looking Black's reply which destroys White's pawn position. Better was a P-K3. (g) Moving the Queen elsewhere allows Black to take the Queen's pawn position. (h) After 12 P-B4, B-K3; 13 P-K4; White's QB's begin to P-K3. (i) Hoping for 16... K-R3; 17 P-K3, with complications that are favourable to White; but Black has a strong pressure on White's weakened pawn position. (j) A deadly move: once White's B-Q4 falls his game is lost. (k) A move that looks obvious once it has been played, but not that had to be planned well in advance. (l) A second pawn falls which White's position is hopeless.

Harry Golombek

Drugged kids

Thousands of rebellious schoolchildren are being drugged because their behaviour goes against school norms. page 3

Questions mark

As the Government's inquiry into what is taught in schools gets under way the NUT condemns the questions asked as interference page 3

Front confronted

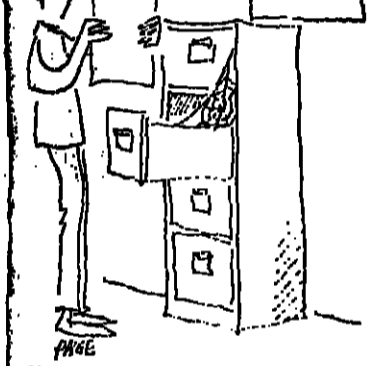
An anti-racistist working party has been set up by the Commission for Racial Equality to combat the National Front in schools page 4

Test and shut

Bring in a national test system—and let inspectors close down schools which fail to meet the standards. Executives from some of Britain's biggest firms offer advice to the Education Secretary page 5

Poor records

Many school records are incomplete, obscure and confusing, and often riddled with inaccuracy and character assassination. Claim a researcher who has looked at 600 of them. Meanwhile, a Schools Council project has uncovered deep divisions among teachers over how they should be used, and who should see them. Leonard F. Davis and Lucy Hodges report page 18, 19



Maths monitoring
Martin Leonard casts doubts on the Assessment of Performance Unit's proposals for measuring maths attainment page 20
Robert Wood discusses the potential contribution of exam boards page 2

Christ and Marx

Malcolm Muggeridge writes about Christian-Marxist dialogues page 22

Cheaper video

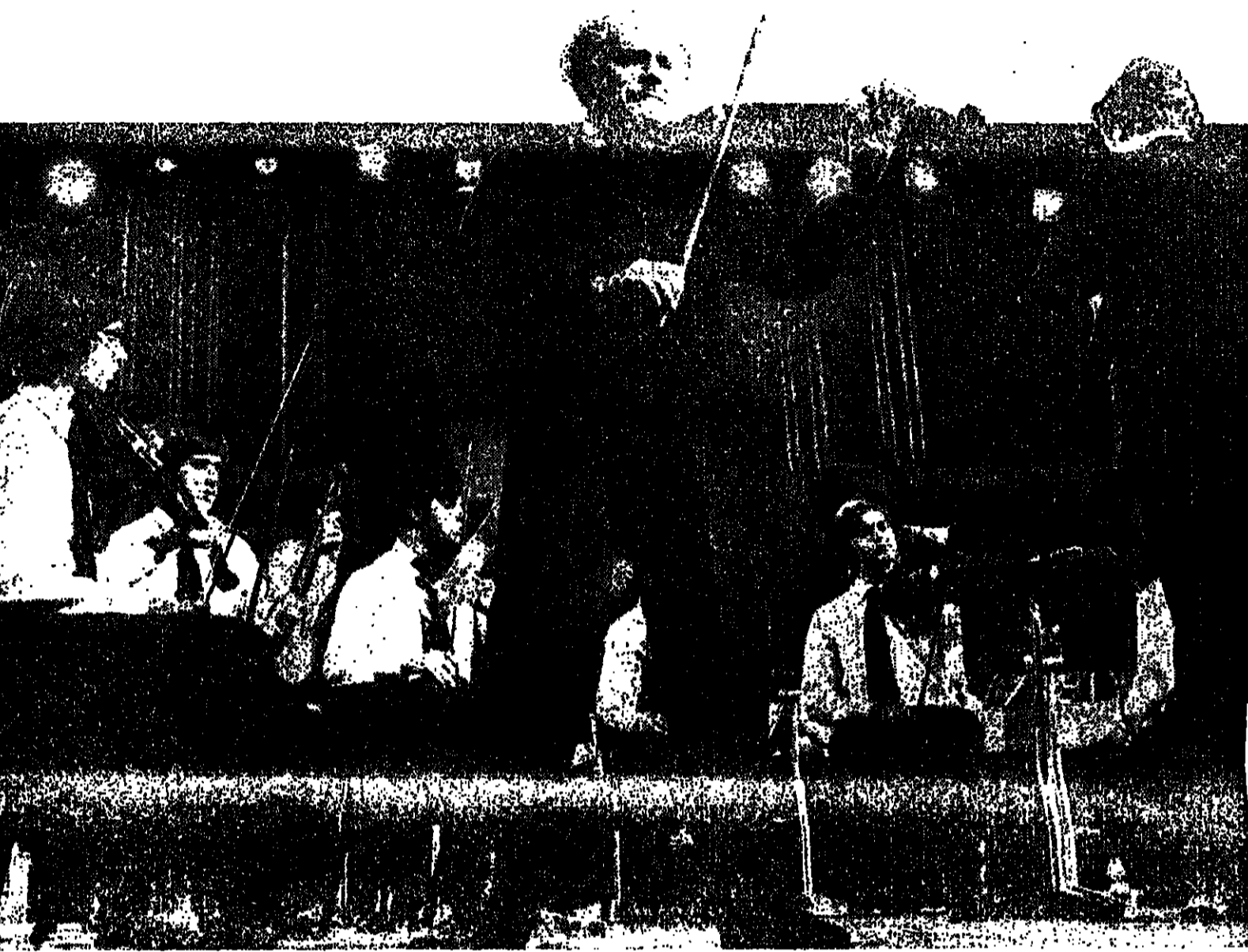
Adrian Hope reports on new developments which could lower the cost of video recording. page 26

Extra: Approaches to history

Leaders 2; Foreign news, 14, 15; Letters, 16, 17; Features, school records, assessment of performance unit, 18-20; Books, Burwell, 21; Disputations, Erasmus, Burwell, 22-25; Resource, 26, 27; Drama, multiracial learning, nursery, 28; Arts reviews, the schools' year, 29; Breaks, crossword, maths puzzles, 64.

Classified ad index

page 37



Maestro and pupils: Yehudi Menuhin, guest soloist, with the chamber orchestra of William Ellis School, London, at this week's TES-sponsored Schools Prom. Report page 5. Review by Robin Maconie, page 62.

A short step on a long journey

It has taken four months for Mrs Williams's Curriculum Review circular to go through the consultation hoops—four months which, apart from adding questions about religious and political education, have done little to change its original form. This has to be seen as the first step on a journey of uncertain length or direction. Those who say otherwise speak in ignorance. The review will generate a lot of information and a lot of activity. (With luck it may do some good but not as much as Mrs Williams must now pretend. Nobody can say where it will end.

It will fall to the Department of Education and, in particular, HM Inspectorate to analyse the information and use it to give substance to further advice from the centre. The Inspectorate already have their primary and secondary surveys against which information will be checked. Meantime, the circular will prompt local authorities to examine their own responsibilities. If they have any sense they will look for ways of doing this which closely involve the teachers. They will also insist that their replies should be published and analysed by the local authority Officers. They cannot afford to let the DES pick and choose what to reveal.

They will want to distinguish more clearly between those curricular decisions which are properly taken at the level of the individual classroom and the individual school, and those which should cover a group of schools or a local authority as a whole. By raising the question of a common core, the Secretary of State is similarly asking afresh what, if anything, needs to be decided for the system as a whole rather than left to the discretion of the L.A.s or the teachers.

What the DES is now doing is to challenge the received orthodoxy on which the NUT would like to stand pat. The responsibilities of the Government, the L.A.s and the teachers for the whole and the parts of the public curriculum are going to change. And they are not going to change in some clear-cut way as the result of some clear-cut decision, publicly announced. They are going to be the subject of a long drawn out tug-of-war which has already begun and which will go

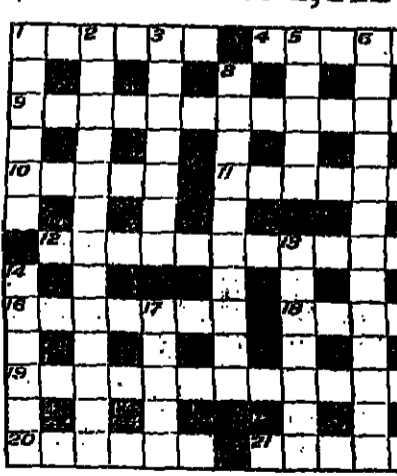
locally and nationally through the curriculum review, the DES analysis of it, and the advice published as a result of the analysis.

There is now a lot to play for in a future as full of risk as it is of promise. The one option which is not seriously available is the one chosen by the NUT. Not even the NUT executive can believe that they can persuade the local authorities to join them, head in sand, while an ostrich-hunting Secretary of State shoots away. They ought instead to be urging their local officers to take a full and constructive part in the present exercise. The hazards and the uncertainty are obvious enough. But it is a natural law of education that in curricular matters, teachers are strong and administrators weak—whatever the management structure appears to show. The teachers owe it to the system and their pupils to play an energetic role in the next round of the curricular debate. There is no reason why they should not help to get it right.

No comment

Dear teacher—I had a word with my doctor and he said let Rodney have a go and it makes him wheeze stop him from doing it. Rodney said he has done it and it made him feel bad so I think it better if he doesn't do it.— Note from parent of asthmatic boy who wanted to be excused PE.

Crossword No 1,112



Across
1 Delusive bit of medieval lumber (5)
4 A far touch (6)
5 He should put a noble construction on your requests (7)
10 Clod from Malta (3)
11 The riches cloud over on the mountain (7)
12 Period when no records were made, let alone broken (11)
16 Hardy heron's age on commemorative tile (7)
18 Usually accompanies the drum (5)
19 They are not, however, reckoned in 20 (7, 6)
20 The Opus in S. Africa (9)
Down
1 Outmanoeuvre to prepare for income (6)
2 Where road and rail services find common ground (5, 8)
3 Not doggedly hold on, but let go (7)
5 An increment will induce one to get up (5)
6 Current conflagrations (8, 5)
7 Mischievous accompaniment to a bow (6)
8 "I swear not by the moon, the moon" pleaded Juliet (10)
13 It's commission that gives him a living (7)
14 Investments provided an old football (6)
15 An initial change of 21 found in S. America (6)
17 Orthodox aid to devotion (5)
We apologise for errors in last week's crossword puzzle.

21 No Sir, nothing comes up to prayer (6).

Chess

The way you open a game of chess depends very much on your temperament and on your powers and capabilities. There is no general rule here except perhaps the one that is implicit in my title. Players should not only keep to what they know and understand but should also abhor like the plague any line of defence or attack that is alien to their character. Few people are more pliant than those who, for example, try to play a Reti Opening when their heart and understanding is in the Bishop's Opening.

This is what happened to an Englishman. Opening that was played in the Anronson Congress at Harrow last year between a talented young player and a very redoubtable grandmaster, Vlastimil Hort of Czechoslovakia. White II, Macpherson Black Hort English Opening.

(a) In such a complicated and sophisticated opening as the English one has to be very careful about the exact sequence of the earlier moves. Here 2 P-KK3 is too common either 2 Kt-QB3 or 2 Kt-KB3 should have been played. In the latter event White need not fear 2... P-K5; 3 Kt-Q4, P-QB4; since then 4 Kt-B2 leaves Black's advanced pawn position in an easy object of attack.

But they demand very careful handling in which one must always choose the happy medium. Play them too simply and concentrate too uniquely on the task of getting out one's pieces and, before you know where you are, either the game peters out into an early draw, or you find the initiative firmly in the hands of your adversary.

Charting the depths of ignorance

Robert Wood looks at some difficulties of assessing performance

When Jack Wrigley (TES, September 30) wrote that "eventually the examination boards will help another standards" he was only expressing a view which some of us working in the field have held ever since we first heard about the APU.

To substantiate Wrigley's point, he states the following mathematics items taken from this past summer's O level examinations set by the London Board. The percentages of candidates choosing the different alternatives are given, the percentage stating the correct answer is indicated and the number of candidates is given. It should be noted that in every case these numbers exceed or are comparable with the 12,000 children the APU expect to test in each age group.

Question 1. In a class of pupils, the ratio of the number of boys to the number of girls is 2:3. The number of boys in the class is $\frac{1}{2}x$ (56 per cent; correct answer); $\frac{1}{3}x$ (6 per cent); $\frac{2}{3}x$ (17 per cent); $\frac{1}{4}x$ (six per cent); $\frac{2}{5}x$ (13 per cent); no answer; 2 per cent; number of candidates; 18,121.

From these answers, I deduce that understanding of ratio is distinctly shaky. It is depressing to see that 49 per cent of candidates thought there were more boys in the class than all the boys and girls put together.

Question 2. A square of side 5cm is cut down to make a square of side x cm. What percentage of the original area is cut away? 9 (8 per cent); 20 (36 per cent); 25 (6 per cent); 36 (43 per cent; correct answer); 64 (7 per cent); number of candidates, 11,143.

Fact that 36 per cent of candidates apparently treated the problem as one of finding the area of a rectangle, 5cm x 4cm, gives no cause for optimism.

Question 3. The probability that Bob will be selected to play for his school team is $\frac{1}{10}$. If not selected, the chance of his selection to the cinema is $\frac{1}{2}$. What is the probability that Bob will not be selected and will go to the cinema? $\frac{1}{2}$ (8 per cent); $\frac{1}{10}$ (46 per cent; correct answer); $\frac{1}{20}$ (19 per cent); $\frac{1}{10}$ (7 per cent); $\frac{1}{10}$ (per cent); number of candidates 11,143.

The answers reveal great ignorance of both the concept of complementary events and the multiplicative rule for independent events.

Now consider two English items testing knowledge of word meanings.

Question 1. Which of the following words is closest in meaning to "contemptuous"? Respectful (22 per cent); ignorant (7 per cent); scornful (44 per cent; correct answer); apprehensive (12 per cent); number of candidates, 55,413. Surely "contemptuous" never means anything but scornful.

Question 2. Which of the following words is closest in meaning to "complains"? Rebuffs (15 per cent); complains (34 per cent; correct answer); speaks (3 per cent); responds (3 per cent); number of candidates, 55,413.

When did "reprimands" ever mean "complains" except apparently to 18,840 children? I do not know if the APU will

report performance in this way, in terms of percentages at the question level. There are no clues in Tom (13), Tom's article (TES, October 13), or the National Assessment of Educational Progress (NAEP) in the USA does it this way, and since it is fair to assume that NAEP has influenced APU thinking, perhaps we shall see this kind of reporting.

It is true that everyone has their own subjective notion of what a percentage means. Nevertheless, it should be possible to agree on some scheme for interpreting percentages; for instance, NAEP have used three categories, 0-33 per cent, 33-66 per cent and 66-100 per cent, and it would be said to correspond to "unsatisfactory", "satisfactory" or "better".

Percentage reporting on individual questions appeals because it attracts attention especially if extended to combinations of questions. It also permits the pinpointing of common errors. Whatever you think of the questions above they will at least have made you think in a way which test scores would not. The trouble with test scores and summaries of them is that they mask the nature and extent of candidates' achievements, added to which their knowledge tends to be "spiky"—they know x and z but not y and w—and that when marks are accumulated there results the bunching in the middle of the mark range so often observed.

Whatever the method of reporting used, the level of difficulty is ultimately on the questions set, and it is in the APU's power, by controlling the difficulty level of the questions, to shape the result, if they wish.

Take ratio, for instance. Set an item like Question 1 (maths). For an item like this, answered correctly by 85 per cent of candidates, and which makes a difference of 10 per cent to the total score, the item is not worth the trouble of setting. It is only when the item is difficult enough to be worth the trouble of setting that it is worth the trouble of setting. It is only when the item is difficult enough to be worth the trouble of setting that it is worth the trouble of setting.

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Race understanding questions added to curriculum review

by Bob Doe

The Government's review of the national curriculum got under way this week when local authorities received the final version of a 50-item questionnaire on what policies and initiatives they are taking in various parts of the school curriculum.

The final version was almost identical to the draft published in the TES on September 30. But some changes have been made as a result of representations made to the Department of Education and Science by groups like the local authority associations, the unions, the Labour Party, and the Equal Opportunities Commission.

These include new questions on the steps taken by local authorities to promote the teaching of "contemporary economic, social and political life", to comply with the education sections of the Sex Discrimination Act, to promote equality of understanding, and to educate children whose mother tongue is not English.

The first section on the extent to which authorities coordinate, encourage, develop, and have policies about the school curriculum has been toned down slightly with phrases like "where appropriate". Managers and governors have been relieved from playing a part in curriculum matters, and it is now a matter for the school itself. The Schools Council, too, now get a mention on the question of how local authorities support schools in their curriculum ideas. As well as all the questions in the review, the DES want to know not just the present position but also any plans which the local authority may be developing.

The new question: "What curriculum elements do you think should be included in the curriculum but are not currently included?" has been added to the section on curriculum balance as a much more direct question about the core curriculum than previously. Also more specific are some of the questions in the section on the teaching of English, mathematics, modern languages, sciences, and—now—religious education.

As before, the DES want to know what steps are being taken to implement the curriculum and to ensure that pupils achieve the literacy and numeracy essential for working life. But they now include several questions on what the authority feels about dropping maths before the age of 16.

The new section devoted to religious education asks authorities how they keep an eye on the subject, if they help schools to coordinate the agreed syllabus, and whether it is periodically reviewed.

The sections on transition between schools and on school records remain substantially the same, but the one on preparation for working life includes several new questions on careers education and school links for trade unions as well as employers. It also asks for the first time how the authority encourages its schools and colleges to further education, and to provide work to meet the needs of all 16 to 19-year olds.

Mrs Shirley Williams, the Education Secretary, made it clear this week that it was up to individual local authorities to coordinate these questions and who they consulted.

She denied that the review was an attempt to "hijack" the curriculum. It was just fact-finding to help the government to play its part, she said.

"There is a central government responsibility just as there is a local government and professional teacher responsibility," she said. "There is enough trained teachers, and that is not the problem. The offer of education matched the national need. They also had to ensure that the Acts of Parliament regarding religious education were complied with."

Asked if authorities might make their policies and practices look better than they really were, Mrs Williams said: "We weren't asked yesterday. They had a pretty good idea of what was going on in schools from the HMI's primary and secondary surveys."

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Priority sought for politics

by Patricia Rowan

Specific suggestions on how to improve political education in schools have been made to Mrs Williams, the Education Secretary. They are contained in an advance copy of a report sent to her by the Hansard Society, an independent body which promotes the cause of parliamentary government.

Among the steps suggested by the society are:

- appointing an HMI with special responsibility for political education
- holding a national conference on political education and teacher training
- providing in-service courses for teachers and heads, either run directly by the DES or jointly with the Politics Association
- conducting a national survey of political education, including, if possible, Scotland and Northern Ireland.

The report, which is expected to be published next year, is the result of a three-year Programme for Political Education, launched in 1974 with a £40,000 grant from the Nuffield Foundation. The aim was to develop and assess curriculum ideas and practice so as to improve political literacy in secondary schools and non-degree classes of FE colleges and to prove that such courses are viable.

The work and the grant were divided into two related parts. The development work was to be at the Hansard Society under the direction of Professor Bernard Crick, with the cooperation of the Politics Association (whose members are teachers of politics in schools and FE colleges). The research work was based at the Political Education Research Unit at York University and directed by Professor Ian Lister.

In the event, there was neither enough time nor resources for curricula to be developed in London and then assessed by the York researchers within the three year period, so both ends of the project worked on similar lines—monitoring or assessing existing practice with the injection of guidelines from the Programme.

Now both units have produced bulky (as yet unpublished) reports which overlap, but with a view to their being merged into a single history of political education in the curriculum.

The twin report from the York unit also recommends that political education should be in a common core curriculum. It could be part of a social studies programme but should have a clear identity of its own and not be merged into other subjects. It needed protection in status, staffing, time and funds.

It is by no means clear where the money for any of the research or development recommended in the two reports will come from, or what the next move will be, since the original grant from the Nuffield Foundation has now run out.

There are signs, however, as shown by the HMI report on the week, that official opinion at the DES is now looking with more favour on political education in the curriculum.

Thousands of kids 'drugged'

Britain's 30 polytechnics have increased their full-time student population by 3.5 per cent this year, and for the first time since the technical began surveys in 1973 the greatest growth has been in science, technology and maths.

At the end of October there were 117,000 full-time and sandwich course students, compared with 113,000 last year. Science, technology and mathematics students increased from 40,000 to 43,000—a 7.1 per cent rise.

"Tens of thousands" of British children are on long term programmes of drug therapy—because their behaviour does not fit in with the requirements of school according to an article in *New Society* this week.

Mr Steven Bos, lecturer in sociology at the University of Kent at Canterbury, says a "scandalous silence" surrounds this form of "violence" on school children.

More children are being diagnosed as hyperactive, yet Mr Bos claims there has been "complete failure" by the medical (or educational) authorities to prove that this is a genuine disease.

"Treatment includes individual psychotherapy, behaviour therapy and in some cases, brain surgery. But by far the most favoured treatment is drug therapy."

A whole industry in America is based on drugging children to be submissive, he says. Between 500,000 and a million children have been diagnosed as hyperactive. There are signs that the same approach is being adopted by our teachers and education authorities.

In 1950 only 587 full-time pupils were classified as maladjusted, of which the Department of Education and Science says hyperactivity is a major symptom. By 1970 the figure had risen to more than 5,000. Two years ago it had leaped to nearly 14,000.

"Typical procedures for diagnosing hyperactivity are 'describing' because they have nothing to do with disease, but everything to do with defiance says Mr Bos. "Such behaviour violates important school norms about paying attention to teacher, obeying teacher, and being responsive to teacher's wishes..."

A generation ago, children who behaved otherwise were called disruptive, rebellious—a bloody nuisance and naughty. Children are no longer naughty, they are medical cases.

"English schools in urban slums are ethnically mixed areas, and being transformed from places where children attended educational courses to places where they receive courses in medical treatment."

What the children need is not drug therapy, but the opportunity to live their lives more fully. "That requires a rethinking of the entire purpose and functions of compulsory education and the place of medical and psychiatric care within it."

Mark Vaughan

Details from
Direct Education Services Ltd.
1 Alfred Street, Blandford Forum,
Dorset DT11 7JJ

A prospectus for every school

The most surprising thing about Circular 15-77 on Information for Parents—the other circular issued by the Department of Education and Science this week—is that it should be necessary at all.

Much of the information which Mrs Williams wishes schools and local authorities to write down for parents has long been de rigeur in independent school prospectuses.

There is nothing contentious or startling about the list of points to be covered: school hours, examinations offered, uniform, which of the single sex, etc. Nor have any substantial changes been made since the draft was sent out for consultation in June before the Green Paper was published.

The names and addresses of education officers, chairman of governors, parent governors, and PTA secretaries have been added. The list of topics has grown to include careers advice, school discipline, homework policy, access to progress reports, how parents can make appointments to see staff, transfer arrangements, and discretionary awards.

But taken as a whole there is nothing radical about this list of 20 points of information. It is a list of things which every school should produce—matter how cheaply—a leaflet for parents and potential parents setting out the life of the school that most of them will take a more active part in do now. Setting down how people may state their preferences over exam courses should help them to do so. Telling them clearly on paper on what basis places at the discretion of the school, having to write down that no GCSE courses are available could be embarrassing to the point of re-thinking school policy.

Requiring provision of written information of this kind could represent a small but sensible shift in attitude towards parents. It assumes a level of critical concern and involvement and would therefore mark another step away from the point of no return beyond which circular insists that meetings, open days and personal explanations are also essential. It correctly assumes that these are not enough.

tolerant should themselves be tolerated is crucial to student politics. The most depressing feature of this society's business is the dogged anti-liberalism which arises again and again—the refusal to respect the opinions of others up to respect of claiming respect for your own, the conviction of absolute rightness which sees the continued existence of individuals or groups on whom some collective enmities has been placed as some sort of moral reproach.

Inevitably, perhaps, the NUS is beset by this puritanical perversion of idealism. In the past this has caused unpopular people and causes to be shamefully howled down. It seems likely that Miss Sue Slipman will succeed in rallying her troops against the anti-Zionist coalition this weekend. Nobody says they must outlaw Zionism; only embrace a doctrine of civilized controversy and refuse to condone blatant baseness by one group of students to another.

Anti-Zionism: the underlying prejudice

Sir—The simplistic refutation by Mr Melid and his Woolston of the affinity between pro-Zionist and anti-semitism (November 11) on the grounds that Edwin Montagu was an anti-Zionist Jew, they have taken no account of the fact that he was a Jew, and as saying "scratch an anti-Zionist and you will find an anti-semitist" I trust you will allow me to explain my position more precisely.

It is not anti-semitic to say that the Jewish people have the right of self-determination when, at the same time, advocating it for other people.

It is anti-semitic to support the concept of Christian or Muslim states while alleging that the concept of a Jewish state is intrinsically racist.

Few who have read the anti-Zionist literature and cartoons officially published in the Arab countries surrounding Israel, would deny its virulently anti-semitic nature. The real point is that since the establishment of the State of Israel, it has now become somewhat of an academic exercise to say that it should exist or not and while pre-state opponents of the idea were necessarily anti-semitic, the militant anti-Zionists of today who advocate the liquidation of the state of Israel by force, come into conflict not only with the Jews of Israel but the overwhelming majority of Jews throughout the world who see in a victory for anti-Zionism a disaster for the Jewish people second only to the European Holocaust.

There are, of course, many meanings of racism, but the one which is most relevant to the current situation is that which is based on the racial superiority of the Jews, who have a right to their own state, and everyone else's harmony, and some of the anti-Zionist literature can only be accused of anti-semitism if and when they adopt the view that the Jewish state must be destroyed, but at the same time, they are not anti-semitic if they advocate the liquidation of the state of Israel by force, and violence (sometimes running under the name of "national abuse") goes far beyond the underlying justice, and might rationalize, C. MICHAEL COPLAND, 1 Eadleigh Street, London, WC1.

Letter to the Editor

Anti-Zionism: the underlying prejudice

Tolerating the intolerable

This weekend the National Union of Students has the opportunity to show what it stands for, the scandalous campaign against Jewish societies in universities and polytechnics which has been waged by a bizarre combination of the pro-Arab extreme left, the anti-Semitic extreme right, and by Arab student interests.

It is a good principle that no attempt should be made through control of the public purse to interfere in the internal political battles of the student world. But, as was brought out in a House of Commons adjournment debate last week, when an intolerant coalition of student groups and a group of focus hostility upon them and deny them access to common resources provided for students from public funds, there are bound to be questions about the automatic payment of union subscriptions under the student grant arrangements.

The extent to which the in-

Fight against Front threat is stepped up

by Lucy Hodges

In response to scores of complaints, the Commission for Racial Equality has set up an anti-racist working party to combat the activities of the National Front in schools.

The working party, formed this week, was the outcome of a meeting held with representatives of teachers' unions, local education authorities, the Department of Education and Science, and ethnic minority groups. Mr Clifford Robinson, the commission's deputy chairman, said at a press conference that the working party would be calling on the DES to formulate guidelines for local authorities on racism in schools.

At the moment teachers feel isolated, he said. Children receive very little political education, and

teachers are not trained to look at how racism could be combated. Some teachers are not aware of the racism in their schools.

"A look at the curriculum is now long overdue in some areas," said Mr Robinson, a former Leicester head. "In these areas very little is being done to educate people for the society we are in." Multi-racial education should be an integral part of the curriculum.

He believed that the National Front should not be allowed to hold meetings in schools, because teachers became identified with the Front's ideas and the schools lost credibility. "It can nullify or destroy work that has been done for many years."

Mr Robinson gave examples of areas and schools where the National Front was making most headway. Calderdale, Bristol, Cleveland, Merseyside, Tyne and Wear, Rotherham and parts of London were all having problems, he said. In some places, the Front was trying to persuade parents to withdraw their children from multi-racial schools or from subjects such as Religious Education which included the teaching of faiths other than Christianity.

Some children at a secondary school in Bristol had been beaten up by a National Front gang outside the school gates. But there had also been threats within the school, he said.

Two National Union of Teachers representatives at the conference were anxious to make it clear that in their view the National Front had made very little impact. The common view was that the commission's working party would evolve as to counter the spread of racist propaganda, said Mr Sam Fisher, of the NUT executive.

The NUT, which has issued brief guidelines advising teachers to report breaches of the Race Relations and Public Order Acts to the police, is to produce its own more detailed guidance. The commission's working party will monitor National Front activities in schools, including the dissemination of literature, and work out what to do to prevent the spread in Front activities.



Primary jobs are hardest to come by

Teaching jobs are as hard to come by as ever, but graduates are not having to wait so long for work, according to a survey carried out in the summer.

More than 20 per cent of all who completed Postgraduate Certificate of Education courses in polytechnics and universities this year were turned down.

It was particularly difficult to find a job in a primary school or to teach sociology, art and design, liberal studies and history. First degrees from polytechnics were not as valuable as university degrees.

But figures, compiled by the Association of Graduate Careers Advisory Services, from 44 institutions on 2,379 graduates, show that the increase in the number of graduate teachers failing to get jobs was much smaller in 1977 than between 1975 and 1976.

Though there was an increase of 1.7 per cent in the proportion of applicants who had failed to find a teaching post by October, those who wanted to teach physics, maths, music, French, chemistry and general science had little difficulty.

Graduates who were not prepared to move to different areas put themselves at a disadvantage. Forty-four of those who remained unemployed had confined their applications to one area.

Many graduates also felt they were at a disadvantage because they had no teaching experience, did not live locally or had not been trained locally. Some said they were hampered by not being able to teach more than one subject or to help with extra-curricular work.

Heads of primary schools preferred to take college-trained teachers rather than graduates. Some of the failed applicants were bitter about their experiences and felt that Government policy was wrong or that teacher training institutions were irresponsible in accepting too many students for over-subscribed subjects.

One woman was able to take the questionnaire less seriously. She wrote: "Marrying a Welshman and acquiring a Welsh surname was the best thing to do to obtain a teaching post in Dyfed."

Hope in integration, says Ulster peer

Religious education in Northern Ireland would improve if integrated schools for Protestants and Roman Catholics were introduced, Lord Dunsford told the House of Lords last week.

He was moving the second reading of the Education (Northern Ireland) Bill, which is designed to make it easier to set up integrated schools. He tried to get the Bill through earlier in the year, but it failed because of lack of time.

Since that first attempt, he said, there had been a useful public debate on integrating education in Northern Ireland. This had revealed some misunderstandings. The main one was that the Bill would dilute religious education in schools. He believed it would have the opposite effect.

"There are those who have argued that segregated education is

desirable because a school ought to be an extension of the home and of the Church. I agree that the school ought to occupy this role, but far from integrated education detracting from it, in my view it ought to promote it.

"Hopefully, indeed, a neighbourhood might become non-sectarian as being an extension of a non-sectarian school. The important thing is that there should be a truly representative management committee, and that there should be available clergy and lay of adequate quality to provide really first-class religious education."

Lord Melchett, Northern Ireland Education Minister, said the Government supported the principle behind the Bill. They were in favour of integrated education.

"We believe that increased contact between the two communities

in Northern Ireland can and does improve community relations, and any increased contact among young people clearly has particular scope for altering or softening attitudes deriving from it, in my view it ought to promote it.

"I should also make it clear, as I did when we last discussed this Bill, that the Government recognize the right of any group and I am thinking in particular of the churches, to maintain voluntary schools, and, as long as they are of an acceptable standard, we recognize the right of voluntary schools to receive substantial grant-aid from public funds."

Everyone did agree, however, that the Bill was unlikely to make major changes in the education system, at least in the near future.

NUS in bid to lift ban on Jewish groups

Mrs Shirley Williams, Education Secretary, is expected to take a stance taken by the National Union of Students' executive against Zionism on the campus of the conference in Blackpool tonight.

Miss Sue Shipman, president of this week's conference, said she expected that the executive might try to force through a motion to stop her.

Last year her left delegates, Sir Keith Joseph, a member of the Shadow Cabinet, expelled from the conference on the grounds that he was not an accredited observer.

Miss Shipman was also confident that the "no platform to racists" policy, which has embarrassed the union executive since its adoption nearly three years ago, would be reversed this weekend.

Only three student unions are still limiting the rights of Jewish students, Miss Shipman said. The reasons for banning Jewish societies which were allegedly Zionist were, not mainly from Palestinian students.

The NUS executive will be in agreement from the conference no change in the union constitution, which would allow the executive to suspend from membership all unions which persist in denying full rights to Jewish students.

Students urged to lift ban, page 2.

Only here for... the music

Coaches, ice cream vans and television trucks trailing cables unrolled the Albert Hall this week as 800 young performers and hundreds of school parties descended on London for the third TES Schools Proms.

More than 11,000 people from Doncaster and Darlington, Workson, Middlesbrough, Hampshire, Hertfordshire filled the Albert Hall to capacity on each of the two nights. One hundred and twenty players and 300 fans came from West Glamorgan. Two four-and-a-half-year-olds came with the school group from St Dominic's, North London.

Two song and dance groups from the Soviet Union laid on a colourful, though perhaps too professional, entertainment at half time (see the fans stamping and the Manchester United scarves waving).

It would be hard to find a better tempered or less pompous crowd of concert-goers as children in jeans and anoraks, long black skirts and paper hats, many clutching instrument cases, piled out the night for the long trip home. Hardly a side street was without its party of parents, teachers and children sipping hot coffee in steamy minibuses. Many drove home through the night.

The Schools Proms are the culmination of the National Festival of Music for Youth organized and presented by the Association of Musical Instrument Industries and sponsored by the TES. All the performers are chosen from entrants to the festival. The process can cause much heartache since the interests of the impresario have to come into play as well as those of the judges of pure merit. Selecting a balance programme which represents excellence in a wide variety of different types of music is a tricky

business. It is like trying to combine the best of *Crackerjack* with the best of Radio 3—a characteristic of the concerts which is epitomised perhaps by having Michael Aspel and Anthony Hopkins as guest composers.

This year's concerts were recorded by the BBC for both radio and television; BBC-2 will be putting out a shortened version on Boxing Day. And there are to be records and cassettes as well. That in itself is a measure of the distance school music has travelled in recent years.

The television cameras brought out the banners: "Hello Mum" and "Happy Birthday, Paul" and a forest of Union Jacks—the spin off perhaps of Jubilee Year. There were balloons in the arena and paper darts sailing down from the gallery. A huge teddy bear occupied one box, the Russian ambassador another.

But all of the music was received with rapt attention. As an audience their only failing from the music buff's point of view was a propensity to clap between movements—but then Yehudi Menuhin, guest soloist in the *Vivanti* concerto, does get a marvellous noise out of a fiddle.

The Schools Proms are in a fair way to becoming a national institution now, a symbol of the democratization and the exceptional quality of young people's music. It goes very far beyond select academies and children who have private music lessons on a Saturday morning. These are ordinary children from ordinary schools, often from deprived areas. But, to steal a remark recently overheard in the dinner queue of a London secondary school, if there is deprivation, they wear it lightly.

Robin Maconie's review, page 62

Give inspectors power to shut schools, DES told

by Mark Jackson

A proposal that local inspectors and HMIs should have the power to close down schools was made to the Education Secretary this week by a group of industrialists. They say that the present arrangements for monitoring and control are "inadequate, weak, and discredited".

The proposal came from the Electrical and Electronic Manufacturers' Training and Education Board, which is made up of senior executives from Britain's major electrical engineering firms. In a 3,000-word comment on the education Green Paper they say they are concerned that the quality of teaching and the coverage of nationally recognized requirements—a core curriculum—should be properly monitored by independent educationists who have the power to act on their findings. The board points to the example of the Health

and Safety Inspectorate, who in extreme circumstances can close down a factory.

Miss Vivian Marshall, the board's secretary, told *The TES* that the proposal had the unanimous backing of board members.

The board have set out their own formula for devising a core curriculum to meet a set of "educational purposes". Industry and parents should share in the establishment of any framework for the curriculum in local schools. The problem of motivating pupils could largely disappear, they say, if sufficient teachers have an understanding or experience of outside employment.

The group strongly support the idea of a "protected element" in the curriculum which should contain English, maths, science, and a modern language. But they cannot see how such a core can be maintained without a national system of standards and assessment.

Falling standards: no evidence

The National Union of Teachers took a cautious view this week of the move to extend assessment and testing in schools.

In an editorial in *Secondary Education*, the journal published twice a year by the NUT, it says: "With little or no evidence, men and women in positions of authority in many walks of life state categorically that standards have fallen. In fact, the article goes on, the climate has changed in recent months with a Parliamentary Select Committee finding that educational standards are not falling.

The union claims that for many years it has attempted to persuade the DES and local authorities that assessment and testing under the control and direction of the teacher

in the school "is a vital pedagogic instrument in curriculum design and development".

It is critical of the measures suggested by those who feel there is insufficient accountability in the education system.

The article makes it clear that the NUT wants the classroom teacher to control testing and assessment. Its growth under the "direction and control of the profession" could be an important aid to understanding children's learning processes. It is the teacher who should decide on the timing and character of tests and assessment, and the interpretation of the results.

Secondary Education, Vol 7 No 2. Price 50p post free from: NUT, Hamilton House, Mabledon Place, London WC1.

Private places down by a quarter

The number of places taken up by LEAs at independent and direct grant schools will fall by a quarter this year, Mrs Williams, the Education Secretary, told the House of Commons this week.

The Government were committed to reducing these places to the minimum required to meet DES Circular 6.77, in 1976-77 just under 6,000 new places were taken up by English authorities under standing arrangements with non-maintained schools—about 2,200 of these at independent schools and the rest at

direct grant schools.

The figures did not include handicapped pupils.

Mrs Williams told Mr Anthony Durant (Reading, North, C), who complained of difficulties in meeting parental choice for single-sex and denominational schools, that the only grounds on which LEAs should take up direct grant places was if there were not enough places in denominational schools. "It is not part of our policy to make these places available for academic purposes", she said.

Transey Mrs Jackson, Under Secretary of State, said that a survey in 1974 of attendance in state middle and primary schools in England and Wales showed that just over 2 per cent of pupils were absent with out a known legitimate reason on the day of the survey.

School meals. Since May 1977, the number of children taking school meals in primary schools has increased by 50 per cent. Authorities in submit census returns had fallen by 10 per cent, Mrs Jackson said. She had taken action to increase the take-up of free meals.

PERSONAL COLUMN

John Rae Smudges on the upper crust

You will remember the cure of Correlli Barnett's thesis: the whole of British upper-class education in the Victorian age was a caricature of the realities of an industrialized world and such subjects as science and technology, with the result that British leadership was incapable of adapting to the second phase of the industrial revolution, hence our present predicament.

The crucial year—in Barnett's view—was 1870. After this date, he tells us, "Britain was back where she had been before Waterloo—struggling against powerful allies, struggling economically, strategically, diplomatically". But upper-class education remained perversely out of touch with this reality.

What exactly were these boys learning in public schools in 1870? The records are unusually full because the Public Schools Act of 1868 had established new governing bodies which demanded from their headmasters detailed analyses of how the school was run. So we find the headmaster of Westminster in 1870, Dr Charles Scott, providing his governors with a description so

detailed that we know which fifth of the *Aeneid* the middle fifth studied in the Summer term and which chapters of *Blunt's History of the Reformation* were set as a holiday task to the boys in the summer holidays. It is possible, therefore, to obtain a comprehensive picture of exactly what an upper-class education meant in this fateful year of 1870.

It is clear that Latin and Greek still dominated the curriculum, but the diet was by no means exclusively classical. Each boy, Dr Scott assured his governors, "has two hours a week in a French class." All but the two top divisions studied some mathematics, from four to five hours a week. History and geography made courtesy appearances, divinity was compulsory at all levels, voluntary drawing attracted twenty boys but "no musical class can be formed at present".

The one glaring omission was science. The explanation is both simple and revealing. Dr Scott reported: "Dr Noad's engagement rendered him unable to give any course of lectures on physical science last Autumn, and this subject was therefore being omitted in the past year."

The absence of science is unlikely to have worried the governors or the boys. The latter could settle down to a term's programme in the sixth that included Aristotle's *Politics*, Quintilian, Lucretius, Homer's *Iliad*, Virgil's *Eclogues*, and the *First Epistle of St John* and Westcott's *Introduction to the Study of the Gospels*.

While the education was not exclusively classical, it was to be in his maturity and it was classics

that enjoyed a prestige not accorded to any other subject. Classical masters were a minority in the common room, so much so that as Dr Scott recorded "all the classical masters give some assistance (from two to four hours in the week) in teaching the mathematics and French classes." And the complete absence of science seems to confirm the first part of Correlli Barnett's argument.

If we follow the argument a step further with this particular group of boys—the class of '70—we find that, as Barnett claims, none of the boys seeks his fortune in industry. Dr Scott gives an analysis of the destinations of school leavers and while one is described as "Business in Manchester" and another as "Bravery in Yorkshire" that is as close as any of the boys go to the world of commerce and industry.

For the great majority, a career means the public service and the professions. Bishop and Wilkinson in *Whillocks and the Public School Elite* (1967) show a similar preference for the professions among Wykehamists of the same generation.

The pattern of curriculum and career choice at these two schools was not necessarily typical of all public schools in 1870, but it was typical of many and, in particular, of the old and well established.

Can we argue from this that if Dr Scott and his fellow heads had understood what was happening to their country and had reformed their curriculum to replace classics with science, Britain would have been able to adapt to the second phase of the industrial revolution better than it did? Or would it have been the job of education to do that work of industry?

How far have we advanced the idea?

there are grounds for assuming that we are accepting a causal link between curriculum and national response to economic other stimuli; and that what we do look at the curriculum of 1877 as critically as we would wish Dr Scott to have done in 1870.

If, on the other hand, we are inclined to answer "no" by saying that the causes of successful economic performance are far more complex and subtle and that to identify the curriculum as the cause or primary cause is to deny history (and, in due course, curriculum itself).

All this is to assume that it would have been possible for Dr Scott to read the *Report* by the Von Moltke's mobilization body. Von Moltke's mobilization report was circulating in the camp of the Prussian army was well ahead in preparation for the campaign that would make Germany and establish a major industrial and competitor for Britain. Should we have realized the significance of what was happening? Had he done so, would not necessarily have concluded that the importance of interpreting contemporary changes in the curriculum.


Thirty years later, Correlli's curriculum changes just before the war were demanded by those who wanted to replace Germany's economic and industrial power. In other words, had we changed the curriculum to do with the changes of interpreting contemporary changes in the curriculum to do with a belief that it was not the job of education to do that work of industry?

How far have we advanced the idea?



Above: Russians folk dancers from the Ivushka Song and Dance Ensemble. Below: Holme Valley Guitars Ensemble from Halmfirth, Yorkshire. Picture by Jan Ploger.





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February 14-17	Gade Theatre, Rickmansworth
February 21 and 22	Festival Theatre, Malvern
February 24	The Hexagon, Reading
February 28-March 3	Clifton College, Bristol
March 7-10	Congress Theatre, Cwmbran
March 14-17	Alfred Beck Centre, Hayes

For full details of performances please send a stamped addressed envelope to Suzanne Skupinski, The Molecule Club, Mermaid Theatre, Blackfriars, London, E.C.4.

Taking the strain—and the blame

by Lucy Hodges

More than 60 per cent of teachers in six schools in East Anglia felt under strain and 23 per cent needed a tonic, according to a survey by a college of education lecturer.

Nine out of 10 of them said they looked forward to the end of term. Many felt that school work dominated their lives excessively in term time.

But they did not attribute their difficulties to other people or to outside factors. Ninety per cent of the 105 teachers who replied to a questionnaire said they blamed themselves when things went wrong.

Mrs Josette Buxton, a lecturer at the former Saffron Walden College of Education, graded teachers according to the answers they gave. A score of eight meant the teacher was perfectly adjusted; increasing scores showed maladjustment or pressure.

Nobody scored zero, 16 teachers scored 25 or more and one scored 46—the highest score. Mrs Buxton found that men felt the strain more than women and teachers of older pupils were under more stress than teachers of younger pupils.

Teachers aged between 35 and 44 and those with 11 to 20 years' teaching experience were the worst affected.

The survey concluded, however, that most teachers enjoyed their work, felt they did a reasonable job, were sociable and easy to get on with, and taught because they wanted to teach. Most of them said they had good appetites, felt alert, and did not have to take sleeping pills.

The school with fewest strained teachers was an old one which was celebrating its centenary. Its buildings—in the middle of a town shopping centre and on the junction of two busy roads—were less attractive than any of the others.

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Work pledge may be broken

by Mark Jackson

A vital principle of the new Holland programme for jobless school leavers is threatened. The administration now being set up cannot ensure that every youngster entitled to a place will be offered one.

Both the Manpower Services Commission, who are running the 1200th year programme, and Mr Albert Booth, the Employment Secretary, have promised that no jobless leaver will wait more than a year for his chance.

But the divided responsibility in the administrative structure means that neither will have the power to decide which youngsters are offered the 230,000 places which are to be provided each year on training courses, work experience, and community service. Nor will the commission's teams, who are organising the programme, or bodies such as local authorities, who will run the individual projects, have the right to say who is to be admitted to them.

Recruitment will be entirely in the hands of the two official employment services—the Careers Service and the Employment Services Agency. They will decide which projects and courses are suitable for which youngsters—and which youngsters are suitable for the schemes.

While most careers officers will do all they can to get youngsters the opportunities they need, there have been complaints in the past that some staff in both the careers service and the Adult Employment Service have been unsympathetic towards individuals or apparently prejudiced in their attitudes towards some groups of youngsters.

The Holland programme will place a heavy burden on already over-stretched careers departments, and senior officers may not be able always to keep a close enough eye on how individual applicants are treated.

Mr Geoffrey Holland, originator and head of the programme, agreed at a press conference last week that a local office might decide not to put a youngster forward for anything. He could be deprived of his right to participate. "If that happens, it means we shall have failed."

Although there was nothing to prevent a youngster who failed to get an offer from one employment service from going to the other, there was no formal machinery of appeal if both failed to place him. Mr Holland, who was clearly worried that, with several hundred local offices involved this might happen somewhere sooner or later, went on to give an impressive display of the flexibility and concern which the commission has always claimed it will bring to its task.

He agreed at once to a suggestion that he should undertake to intervene on behalf of any youngster who wrote to him after a year of waiting for a place. "I have no power to tell the careers service what to do, but I shall direct our own staff to make sure that the youngster is found an opportunity," he promised.

Work experience for all pupils over 14 and compulsory training for all teenage workers are among controversial proposals to be put forward next week by an independent group of experts.

The group, which includes leading figures in training, education, and the youth movement, calls in *The 14-19 Manifesto* for a unification of the public bodies concerned with education and training. It wants the Department of Education and Science, the Manpower Services Commission and its Training Services Agency and the local education authorities to be "brought together".

The manifesto says that young people should be appointed to local consortia representing educational, industry, and community interests, which would plan cooperation between schools and further education colleges, work experience arrangements, and part-time education for young workers on release.

It rejects any further extension of compulsory full-time schooling. It would be wrong, it says, to lengthen young people's dependence against their wishes. Instead, young people should be able to have the full status of workers, but be given compulsory off-the-job training.

This obligation should be legally binding on young people and employers, who would need to be subsidized. Education for young workers should not be limited to day release to a set college. It should take a variety of forms.

"It is regrettable," says the manifesto, "that after so much has been

done in the so-called great debate, the education Green Paper should have said so little about work and life related education in schools."

It urges the educational institutions to define their objectives more specifically than the Green Paper suggested. The objectives should include preparing young people for industrial democracy.

All young people should be taught to understand a world in which continuous employment throughout life may no longer be the norm.

A critical element of the curriculum says the authors—who completed their draft before last week's TES published an advance summary of the HMI's report on political education—is the level of political literacy. This must not be concerned with indoctrination, but with preparing them for their part in a democracy.

The manifesto says that development of the policy it advocates must involve mutual agreement and collaboration between schools and colleges, changes would need to be made in the Burnham salary structure.

At present, says the authors, it discriminates against institutions and teachers working with the less able and teaching vocational subjects and encourages schools to compete with colleges for students instead of planning courses in cooperation with them.

It makes transition or secondment of staff between schools and colleges almost impossible and short-term secondment from and to industry particularly difficult.

The chairman of the Manpower Services Commission intervened in the debate on the role of higher education this week when he warned industry not to pressurize the universities and the polytechnics.

Delivering the first Mason Memorial Lecture at Birmingham University on Tuesday, Mr Richard O'Brien challenged the view that the universities and polytechnics should teach only what was "useful".

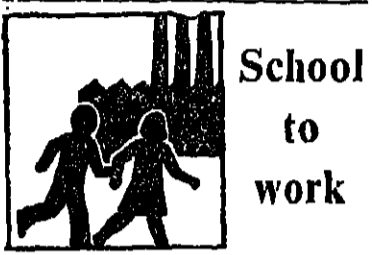
Economic pressures might compel us to move further in the direction of utilitarianism, and it was certainly necessary for higher education to respond "in some degree" to the labour market needs of society and to produce the professional qualifications needed by industry, he said. But precise manpower forecasting was not possible because of "end times in education and training and the fact that the

market for graduates was both national and international. Many graduates ended up happily in jobs not related to their qualifications, and many branched out into other areas after a short time in work.

Mr O'Brien added: "Quality of mind is as important in industry as elsewhere, and industry can and does get real value from graduates of all academic disciplines. A balance of all things in education, a balance must be struck between the competing interests of academic considerations, the needs of industry as far as they can be discerned, and individual preferences.

"We need to recognize this more openly than sometimes we have done in the past. A sterile debate in which the interests involved defend imaginary frontiers is not what is required. We should all acknowledge that compromise is not in this a case of second best; it is the only sensible way of proceeding.

"Planning is needed but also freedom of choice, and a compromise inevitably implies that imbalances will occur in the real world. Some individuals will have to recognize that the courses they would follow for preference may not get them the jobs they want or hope for. Employers should not always expect to find graduates with appropriate qualifications ready-made to fill the need to pay most attention to developing induction and training programmes which will fit graduates to assume responsibilities to match their abilities, at an early stage in their careers."



Mr Horton: "Plan now"

Action call to beat new jobless 'bulge'

Planning must begin now to help the jobless young emerging from the Holland programme for school leavers, the big city authorities were told this week.

Mr Peter Horton, chairman of the education committee of the Association of Metropolitan Authorities, told a Fynesand regional meeting that there would be little hope for them when, at the end of their six months or a year in the programme, they looked for jobs just as another "enormous bulge" of 16-year olds were tumbling onto the labour market.

Urging the Government to accept that unemployment was a long-term problem, Mr Horton referred to suggestions from Mr Geoffrey Holland, the head of the new programme, that all 16 to 19-year-olds might have to be kept in full or part-time education to relieve adult unemployment.

"If the ill wind of unemployment is going to force upon us the 1944 ideal of county colleges, then planning must begin now," he said. "The local authorities are ready and willing to play their full part in helping young people. What is essential is for the Government to accept that education and training must be the joint responsibility of the Department of Education and Science and the Department of Employment."

The confederation's European conference says that any direct outside experience which could be provided during initial training would be too short to be useful.

It recommends however that all teacher trainers, whether concerned with initial or in-service courses, should be given the opportunity to gain "up to date experience" in the academic area "so that they can pass it on to students."

All teachers, says the confederation, should have thorough in-service training which should be practical and should not be confined to other forms of guidance and counselling.

In-service training of career teachers should include an understanding of the complexities of the labour market and of manpower planning. Teachers appointed to this role should be educated alongside others working in the employment field.

Europe calls to teachers: 'Time you got together'

Europe's wrangling teacher unions are being urged to get together that they can more effectively influence the educational policy of the Common Market.

The new education committee of the Council of Ministers is ready to discuss problems with teachers' unions. The committee, professional education advisers believe that some arrangements can be made quickly so that teachers can strengthen the educational hand in major discussions about the employment of teachers.

The committee will begin with the employment of teachers and youth unemployment. A working party of officials will be set up to study the situation. The committee has taken no formal position in the evolution of policy. The education committee has come round to the view that there should be an exchange of information with the teachers' unions.

While the advisers, who are the commission's Division 12 also have close informal links with teachers, Division 5, which deals with employment, has dealt with the big city authorities through the European Trade Union Confederation.

The problem is that there are too many unions to represent the teachers. The European Teachers' Trade Union Confederation and the World Confederation of Organizations of the Teaching Profession. The European confederation was set up in the hope that it would represent teachers to the European EEC which officially has the ear of the Commission and of the Council of Ministers.

But some of Europe's biggest unions including the National Union of Teachers have refused to have anything to do with ETUC and instead have formed a community group in the world confederation. And, perhaps because of this, Mr Fred Jarvis, the EEC's general secretary is a leading member of the European TUC alongside Mr Jack Jones, who has favoured the world body.

The Educational Union of Scotland, which did join ETUC, has just walked out of it. An executive member said this week that the decision was influenced by the way ETUC was run and added "we have now been told by ETUC that it is going to make changes at the top which they hope will make it possible for us to re-consider the matter."

In general, but not always, the division between the two bodies reflects differences between the unions in the member countries. The National Association of Schoolmasters and Union of Women Teachers is a keen supporter of ETUC which tends to attract those unions which lay emphasis on teachers' conditions rather than broader professional issues.

The European TUC, like the commission's staff, hope that the two bodies will now realize the importance of finding some way of jointly putting their views.

Pressure on teacher training is being included a spell in industry is being resisted by the World Confederation of Organizations of the Teaching Profession, although it believes that those who train teachers should have this kind of experience.

The confederation's European conference says that any direct outside experience which could be provided during initial training would be too short to be useful.

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In-service training of career teachers should include an understanding of the complexities of the labour market and of manpower planning. Teachers appointed to this role should be educated alongside others working in the employment field.

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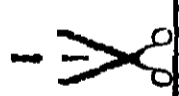
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What every parent should know...

The kind of written information which parents should be given about their children's schools was outlined this week by the Department of Education and Science.

In a circular Mrs Shirley Williams, the Education Secretary, says it is just as important for schools to give parents basic information in writing as it is for them to have formal and informal contact through visits and open days.

Parents should be told what special subjects or equipment schools have, including their arrangements for careers advice, religious education and public exams.

They should be given details of teaching methods and organization,

and the schools should specify how they teach children of different abilities. They should also explain their homework policy.

The circular, which is going out to all local authorities, says parents should also be told about:

- 1 School uniform—if needed and how much it costs; if not, what kind of clothes can be worn.
- 2 If there is a parent-teachers' organization, with the name and address of its secretary.
- 3 Arrangements for free school meals, free PE kit, school clothing grants, educational maintenance allowances and discretionary awards.

Pastoral care and discipline, including school rules.

School visits and the times when teachers can be seen.

The basis on which places are allocated and transfer arrangements.

Mrs Williams says these details can be put onto a simple duplicate or printed form and should not cost too much.

It is particularly important that newcomers to Britain be kept informed about their children's schools, if necessary in other languages.

Information for Parents, Circular 15/77, Department of Education and Science.

... what some don't know ...

Enrichment areas are fairer than free choice, according to the Society of Education Officers. Underprivileged children can be "brushed aside" by parents who understand the system and know how to use it.

Most I.A.s. they told Mrs Williams in their comments on the consultative document on parental choice, recognized its "intrinsic value" and a large number offered a high degree of choice.

But the system had dangers. It allowed a small number of parents to hide their real wishes behind single sex or denominational reasons, when it became difficult, if not impossible, to challenge them.

What concerns us most, however, is the question of who looks

after the interests of the children whose parents don't know or care. Are we to accept that their needs will be brushed aside by the wishes of parents who understand and can use the system?

"We prefer a system based on enrichment areas determined in advance by the L.A. which guarantees a place to a child in a particular school while offering alternatives if places exist at other schools."

One of the advantages was the protection it gave to children of parents who were unable or unwilling to take part in a system of choice. "At least it would ensure that the choice was not determined by parents who were able to use the system."

... what they want to know

Parents want more say in deciding what schools their children go to, according to a survey carried out recently by the Greater London area Conservative Party. The curriculum worries them most.

Seventy-nine per cent of 500 parents questioned in the shopping centres of Acton, Croydon, Ilford, Kensington and Tottenham were satisfied with their children's schools. But 89 per cent wanted to be able to choose for themselves; 86 per cent wanted schools to issue prospectuses.

Thirty-nine per cent said they would base their choice on the curriculum offered. Only 21 per cent would base it on exam results, 18 per cent on the quality of the staff and 13 per cent on the school's local reputation.

Location was the most important factor for only 6 per cent.



TOP OF THE FORM: East Merton Church of England Primary School, Hertfordshire, and Stifford School, Essex, were this year's School Design Award given by Education. Of 66 entries, Stantbury Campus, Milton Keynes, Buckinghamshire, was a close runner up, and Home Field School for the

The bad old good old days

What was it really like in the old days, when people followed their instincts and the natural pursuits of rural life, undistracted by what we know, to our cost, to be the stress of our artificial life?

This, of course, is an old question, often asked rhetorically. It has been answered tellingly and vividly by a group of anthropologists from universities in the Americas in Middle West who have excavated 1,577 human skeletons from the Great Black Swamp in Northern Ohio.

Their account (in *Science*, October 21, 1977) of pastoral life in North America 1,000 years ago should deter at least some of those among us who are always urging an early "return to nature".

Science diary
by
John Maddox

An ancient human site, on this one, at a place called Libben, is comparatively recent. Five centuries later white men were tramping about in this river valley, which runs into Lake Erie. The occupants of the site were, of course, North American Indians. Probably, they occupied the Libben site continuously for 200 or 300 years, no doubt because the region appears to have been well supplied with game. It is only reasonable to infer that they were a good deal more fortunate than the other largely nomadic communities.

That, on the evidence now available, is not saying much. The site is technically important because the burials are sufficient (and sufficiently well preserved) by the Libben site to suggest that the skeletons are representative of a primitive population. Indeed, 38 of the skeletons recovered are those of children whose pregnant mothers died before giving birth. And children predominate among the independent skeletons from the site—more than one sixth are the skeletons of children less than 12 months old.

The chance that a newborn child at Libben would survive to the age of 15 is, according to the statistics, just over 1 per cent. Like life expectancy at birth works out at 20 years; those who managed to survive to 15 could expect another 19 years of life.

These figures compare quite well with the vital statistics of aboriginal populations still alive—the Kalahari bushmen, for example. Infant mortality, high though it may have been 1,000 years ago in Ohio, was less than the modern rate of infant mortality among aboriginals. The most likely (but not the only) explanation is that infant mortality is more frequent among modern aboriginal populations because they are exposed to infections to which their culture has not acquired immunity.

Another striking feature of the data from the Libben site is the differential death rate among men and women. Up to age 30, men and women seem to have been

Truancy: report shifts blame from home life to faulty school system

Schools may often be themselves to blame for truancy, says a report of research into absenteeism in South Wales published this week by University College, Swansea. It urges a "through investigation" into how schools operate.

Too often in the past, it says, researchers have sought to explain pupil problems such as truancy by way of the pupils' home and neighbourhood. Rarely has there been a discussion or examination of the schools, their nature, their process and their operation.

"Much educational research of recent years tells us only what we know to be the case already—such as that children from 'disadvantaged' homes are at higher risk of being truant. The type of school regime that may exacerbate, or help, the process is rarely discussed because it is a question that is never explored."

When confronted with problems like truancy or so called "behavioural disorders", the automatic tendency has been to appoint more educational psychologists, employ more advisers and introduce more school-based social workers.

"A veritable army of members of the 'helping' professions now

exists to 'help'—or rather force—the child to adjust to the reality of his school existence, irrespective of whether the reality is worth adjusting to."

A thorough investigation might reveal that blame for a pupil's rebellion lay squarely with the school. "If the reason does lie there, then perhaps we ought to seek changes in some of our truant schools."

An attempt was now being made to understand why certain children absented themselves—"an attempt based upon an analysis of the teachers' own beliefs as to what constitutes 'educable' or 'ineducable' children."

"It is this whole neglected area of school life—the sociology of school—that needs further development if we are to advance our knowledge of the process whereby adolescent problems in school are socially formed."

It is, perhaps, time that more educational researchers brought schools back into the work.

Absenteeism in South Wales, studies of pupils, their homes and their secondary schools. Edited by H. C. M. Carroll, University College of Swansea faculty of education.

Students urged to lift Jewish ban

Student union, which have put a ban on Jewish societies should think again Mr Gordon Oakes, Education Minister, said last week. He appealed to them to put right the mistake committed by a tiny percentage of their members.

Mr Oakes was replying to a Commons adjournment debate in which Mr Eric Munnman (Basilston, Labour), and Mr Anthony Steen (Liverpool, Watertree, Conservative), bitterly attacked racial prejudice on the university campus. Both MPs are members of the Commons Select Committee on Race Relations.

Mr Oakes said he wanted students themselves to put this matter right in their national body, the NUS, and in their individual student unions. He was pleased that the NUS executive had decided to seek powers at the forthcoming NUS conference in

Blackpool to use sanctions, including suspension if necessary, against affiliated student unions which denied democratic rights to Jewish students. It was right the union should take the lead in such matters, only harm could result for student unions in general if they became involved in legal processes.

The Minister deplored any attempt to deny freedom of speech or freedom of association. "We cannot tolerate attempts by particular groups of students to deprive other groups of democratic freedoms simply because they do not happen to agree with the views of the others."

Mr Munnman complained that students were being intimidated, abused and prevented from forming societies as members of the Jewish faith. He feared the tactics of extremists were likely to extend the

campaign to isolate "the blacks and the Irish as well".

He said Jewish sixth-formers were now being deterred from applying to join those colleges which were known to be conducting campaigns to ban Jewish societies. He had spoken to undergraduates at Salford and York who said they found it almost impossible to continue their studies due to the abuse and the pressures of the sustained campaign directed against them simply because they were of the Jewish faith.

Mr Steen described the banning of Jewish societies as sinister and deeply disturbing, but he said that the majority of students were moving in a position to try to quell the anti-Semitic move. The prejudice came, he said, from militant minorities, the trouble-makers. The minorities were maintaining the status quo.

Advisers get advice on cutting desk work

An education chief got a shock when he found that his team of educational advisers spent less than a day and a half in a five-day week in schools and colleges. The rest of their time was spent at meetings or doing routine paper work.

Now advisers in Manchester's education department are busy checking their diaries to see how it all came about.

Mr Dudley Fliske, the chief education officer, decided one Friday to collect the diary engagements for

that week of his advisers. After making allowances, Mr Fliske and his team were shaken to find 61 per cent of the advisers' week was apparently spent attending committees, governors' meetings, working parties, officers meetings or routine desk and paper work.

Only 25 per cent of the time was actually spent inside colleges and schools. He is trying to find out why.

It is so because this is how local authority advisers wish to

spend their time? Or is it because other pressures, including the activities of administrative colleagues, have imposed that pattern on advisers? he asks in the weekly journal *Education*.

In an article sympathetic to "bowl-tendered" advisers up and down the country, he suggests that because of contradictory advice given in recent professional and Government-backed utterances the time may have come for a national reappraisal of their role.



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old days

as a whole and which are determined by the temperature of the environment in which the living things concerned were formed.

Briefly, for an element such as oxygen, the ratio of the isotopes oxygen-18 to that of the predominant isotope oxygen-16 is greater in living things growing in colder environments. So it is possible, by measuring the ratios of oxygen-18 and oxygen-16 in organic material in deep-sea sediments, to estimate the temperature of the ocean in which the plankton constituting these sediments were grown.

This technique is now quite well established, and it has been used by Dr N. J. Shackleton, from the University of Cambridge, and Dr N. D. Opdyke, of the Lamont-Doherty Geological Observatory at Columbia University, New York, to reconstruct the climatology of the past 2,500,000 years. Their research, described in the current issue of *Nature* (November 17), has been made possible by the ease with which oceanographers can now recover long cylindrical cores of deep-sea sediment from quite deep oceans (in this case the Equatorial Pacific) and by the use of the known chronology of the reversal of the earth's magnetic field to provide a magnetic clock.

The core with which Shackleton and Opdyke have worked is no less than 21 metres long and spans well over three million years. It thus extends further back than the beginning of the geological period, open at least four major glaciations of the surface of the Earth. The core is thus one of the most effective means so far available of telling how the great Ice Age began.

The results are striking and significant. The earliest part of the core of sediments has a ratio of oxygen-18 to oxygen-16 virtually indistinguishable from that of living plankton in the world's present oceans, from which it is inferred that until about 3.2 million years ago, the climate was much the same as at present.

Then, however, it appears that the oceans began to cool quite dramatically, and the isotopic record shows that for more than a million years, from 3.2 million years ago to 1.8 million years ago, the earth was cooling steadily.

The first major glaciations of the earth in recent geological history may have occurred as much as 2.5 million years ago, much earlier than the conventional beginning of the Pleistocene period which is considered by geologists to have started 1.8 million years ago.

It is nature that the onset of the great Ice Age should have been a gradual process. But the new view that we are now in an interval between glaciations rather than at a time when we can say with confidence that the great Ice Age is behind us.



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HW 737



Getting a new angle on geometry in industry

by Bob Doe

Teachers and industrialists have come together to teach pupils and college students how maths are used in industry and commerce.

The Working Mathematics Group, an independent group of 50 teachers and industrial and commercial companies, are writing 20 self-instructional teaching units on such things as the geometry of forces in an airframe, the calculation of interest on a mortgage or the probabilities involved in life insurance.

Each unit is written jointly by a teacher and an expert from the industry. Several have been produced already. They come complete with videotapes, which give an insight into the industrial context and enable the mathematical concepts to be illustrated by animated sequences, before the student turns to the written text.

Mr Michael Gould, the group's coordinator, said the aim was to make use of the interest in maths that could be generated by an insight into commerce and industry and to give students an understanding of industrial activities. Topics were chosen from maths courses which had special value at work.

The materials are not intended for any rigidly defined group of

students or any special maths course. They could be suitable for the "new sixth former", for the level mathematician, or for courses in colleges of education or even in industry itself. The group have in mind the needs particularly of pupils or students between the ages of 15 and 20 with an interest in careers in industry or commerce.

The group is not trying to provide a complete course in applicable mathematics, Mr Gould said. They were merely trying to help to fill the gap between school maths and work with some slim packages that could be incorporated into a variety of existing courses or training programmes.

The Working Mathematics Group grew as an offshoot of the Continuing Mathematics Project sponsored by the Schools Council. But to produce their 20 units they have had to go it alone with donations from commercial supporters. These include insurance, and computer firms, the chemical industry and building societies.

There are 28 teacher members of the group, though they are not all mathematicians. Some teach economics or business studies.

It is time to expand in-service training, says a DES publication. Bert Lodge reports on...

A path to staff-room promotion

If there is an idea whose time has come, it is in-service training. Central government hands out money for it and its role in any local government that differs in its teacher associations are strident in their insistence on it, and a few heroes of innovation have here and there put on and tested it on a scale the profession has never seen before.

The Department of Education and Science devotes almost the whole of the autumn issue of its publication, *Trends in Education*, to in-service training.

In its early pages, Mrs Pauline Perry, a staff inspector, recalls why the time is right for in-service expansion. The long period of change, growth, innovation and mobility within the profession is the first half of their career, likely to stay in the same school for much longer than before and probably without a major career change.

With the number of newcomers from initial training greatly reduced and much less moving about in jobs, the profession has got to refresh itself.

A factor Mrs Perry does not enlarge upon is the importance of in-service training for the many teachers faced with no "major career change" but ambitious enough to wish there were going to be. If promotion is not to be through changing schools any more, it can only be had by catching the secretary's eye in your own staff-room.

The self-improver, whether the merely certified, or a goer after a BEd or the already graduated who takes the trouble to go to a first degree, is going to be noticed.

don't want to, or won't be taking up in in-service education. His solution is all current courses lead to an award such as BEd and MEd degrees or to teachers that they will gain "continuing skills"—and even skills they lack.

Probably the most confident press in the whole of in-service training has been made in "that instructive" member of the newly qualified staff of the DES, the fact that the full staff of two pilot schemes in Liverpool, Northumbria, provided for advance. At the same time progress has been made in the benefit of DES patronage, Avon, Cumbria, the South-East of London, Leeds and Oxford.

A lighter load

A lighter teaching load meant a teacher-tutor for and support and regular contact at local colleges of advanced teachers' courses had been fairly uncontroversial before setting in the bogmire. The Ray Bolam, national co-ordinator of the two sponsored schemes, *Trends*, what has emerged as a critical issue is the extent to which teachers should engage in a role, systematically observing probationers' lessons, or remain a pastoral background, if they are to be trainers, who is to train them.

This raises the question of the profession as a whole has always tried to face until very recently. How professional is it to observe another teacher teaching—or to observe one's own?

The reticence—and many teacher-tutors are serving probationers have confessed to it—is going to be a go. Increased competition for job in increased critical interest from the public, which the Taylor report is intended to foster, the economic situation already created that some teachers should be sent for additional training will compel sharpening up in performance every teacher.

The induction course at Lutterworth uses a videotape of a probationer at work, followed by the director's, teacher-tutor has with it afterwards. This is then shown to a group of teacher-tutors to criticize not merely the performance of the probationer but also that of their colleagues. This is a kind of in-service training that are going to have to accept.

Trends in Education, 1977 issue, Issue HMSO 50p.

Shift in emphasis

Nothing wrong with a concern for self-advancement, but many teachers anxious for new courses would insist with total sincerity that it was not a Scale 3 they had in mind but some help and an incentive of self-confidence in how to cope with a change in curriculum or methods.

Mrs Perry rightly points out that what is not wanted is a change model providing only for "filling in of holes" or "topping up" a teacher's needs. The alternative is ambitious. It is a structure of in-service training which is permanent there but dynamically self-renewing, accessible to every teacher and in which participation is an accepted part of a teacher's career.

The very prescription is already moving away from the early concept of in-service training, which was rather that of an industrious sabbatical spent at an institution similar to the one where the teacher had initially trained. For all its vision, the Times report tended to reinforce this concept with its recommendation of a term

People

Mr Derek Sowell, Nottinghamshire County Council deputy director of education, has become director of education for Durham County Council.

Schools
Miss Gladys Bland, head of history and senior house, Malvern Girls College, Malvern, Worcestershire, is to be head of Stamford High School, Lincolnshire.
Mr Ralph Spector, deputy head of New End Primary School, Hampstead, London, is to be head of Robert Blair Primary School, Holloway, London.
Mr John Baggaley, senior history master and head of political studies at Stonyhurst College, Lancashire, is to be headmaster of Silcoates School, Wrenthorpe, Wakefield.
Mr John Davey, senior assistant master and housemaster of the sixth-form house at Rodeon School, Brandon's School, Clevedon, Avon.
Mr K. R. Dunning, deputy head at Longsands School, St Neots, Cambridgeshire, is to be warden of Impington Village College, Cambridge.
Mr J. R. Hirst, deputy head, Gilthwales First School, Huddersfield, is to be head of Basingham County Primary School, Lincolnshire.
Mrs M. Robinson, deputy head of Corby Grammar County Primary School, Lincolnshire, is to be the head.

SPECIAL ANNOUNCEMENTS

THE NUFFIELD FOUNDATION SMALL GRANTS FOR INNOVATIONS IN SCHOOL MATHEMATICS TEACHING

Applications are invited for grants to support innovations in mathematics teaching in primary and secondary schools.

The grants are intended to support promising developments in mathematics teaching which cannot be provided for from the normal school budget, to support schemes for the continued development of promising innovations, and to enable groups of teachers to work out among themselves ways of enhancing their own competence as teachers of mathematics.

Particular attention will be paid to the originality of proposals. It is not intended that the grants should be used to support normal teaching costs.

There are no application forms. Applications should include a title and brief summary of the proposed project; a description of the work to be carried out, including a brief description of the background to the project; and a budget estimate. Grants will be awarded to the applicant teacher, and proposals should be accompanied by a statement from the headteacher indicating that he or she supports the proposal and is willing to administer the award.

Applications should be sent to: The Director, The Nuffield Foundation, Nuffield Lodge, Regent's Park, London NW1 4RS, and should arrive no later than January 2nd, 1978.

In brief



Multi-racial menu

A multi-racial meal (above) was prepared by pupils, parents and staff from John Evelyn School in Lewisham, South London at a special open evening. Visitors were able to taste dishes ranging from Danish sweet dumplings to shish kebabs.

Toys needed

The Invalid Children's Aid Association needs children's toys and books in good condition and also good-quality items to raise funds for its work with sick and handicapped children. Any suitable items should be sent to Shirley Augustus, ICAA, 126 Buckingham Palace Road, London, SW1W 9SB.

Carvers contest

Children in Hampshire will be able to take part in a woodcarving contest next year. The contest, held in memory of New Forest wild-life wood sculptor Ron Lane, will take place in the spring of 1978 and the winner will receive a set of woodcarving tools. The winner's school will hold the competition trophy for one year. Details from Mrs Eleanor Lane, 2 Waterman's Lane, Diphden Parliu, Southampton (please enclose a.s.e.).

New girls

Kingston Grammar School, Kingston upon Thames, will admit girls into the sixth-form in September, 1978, as the governors have decided. Girls will be admitted into the rest of the school in September, 1979.

History inquiry

Lord Blake, Provost of The Queen's College, Oxford University, is chairman of an inquiry into local history. The inquiry will assess the pattern of interest, activity and study in the field in England and Wales, and make recommendations for meeting any special needs revealed by amateur and professional local historians. Individuals and groups are asked to contact the committee. For guidelines on submissions write to Miss Pevie Miller, Committee to Revive Local History, 26 Bedford Square, London.

Ash campaign

Action on Smoking and Health (ASH) is carrying out an anti-smoking campaign to try to stop the sale of cigarettes to children. Under the 1953 Children and Young Persons Act it is illegal to sell cigarettes to young people apparently under the age of 16. A survey carried out in 1975 showed that 85 per cent of tobacconists surveyed broke the law.

Career compendium

The eighth annual edition of the careers compendium *British Qualifications* is now available, price £10 from bookshops or £10.80 from the publishers, Arvan Page. It covers the nearly 200 career fields and lists available for each of the various qualifications.

Language staff hit back at critics

Her Majesty's Inspectors' suggestion that comprehensive schools are worse at teaching modern languages than selective schools was attacked last week by the British Association for Language Teaching. The Association has produced figures suggesting that in fact the comprehensive system is better.

The Association complains in a report by their Yorkshire Branch that the HMIs implied in their recent report *Modern Languages in Comprehensive Schools* that comprehensives were performing worse than the grammar schools in this field.

But a survey the BALT has just completed in Yorkshire and Northumbria shows that more children are studying a five-year language course under the comprehensive system than under the selective system. It also found that more children were studying a second language or a language other than French in the comprehensive system.

The HMIs complained that modern languages in comprehensives had become "an option only taken by a minority" and that only a "small" number of pupils were able to go on to take a second language. The BALT survey found that while most pupils in grammar schools (91 per cent) continued with a language to the end of the fifth form, only around 17 per cent of

the pupils in secondary moderns did so. On the assumption that a quarter of any age group went to grammar schools, BALT says that only 36 per cent of the pupils in the selective system continued with a language to the age of 16, compared with 37 per cent doing so in the fifth forms of 11 to 18 comprehensives and 40 per cent in 13 to 18 comprehensives.

Similarly, though 22 per cent of grammar school pupils were learning two or more languages in the fifth form, more were doing so in secondary moderns, which averaged out to 5.6 per cent of the age group in selective schools. This compared with 7.2 per cent of the pupils in 13 to 18 and 6.9 per cent of those in 11 to 16 comprehensives.

BALT says that between twice and three times as many pupils have a chance to study languages under the comprehensive as under the selective system, with a larger proportion continuing into the fifth form. "It is simply not true that fewer pupils are studying one or more languages in fifth forms than before reorganisation."

A much less successful picture is found in the 11 to 16 comprehensive, however. Though they are not quite as bad as the secondary moderns the 34 per cent still studying languages in the fifth year is less than the 36 per cent of the age group doing so in the selective

Induction scheme may be axed

The future of the Liverpool induction scheme for probationary teachers is in doubt despite a recommendation from the city's schools sub-committee that it should be kept going.

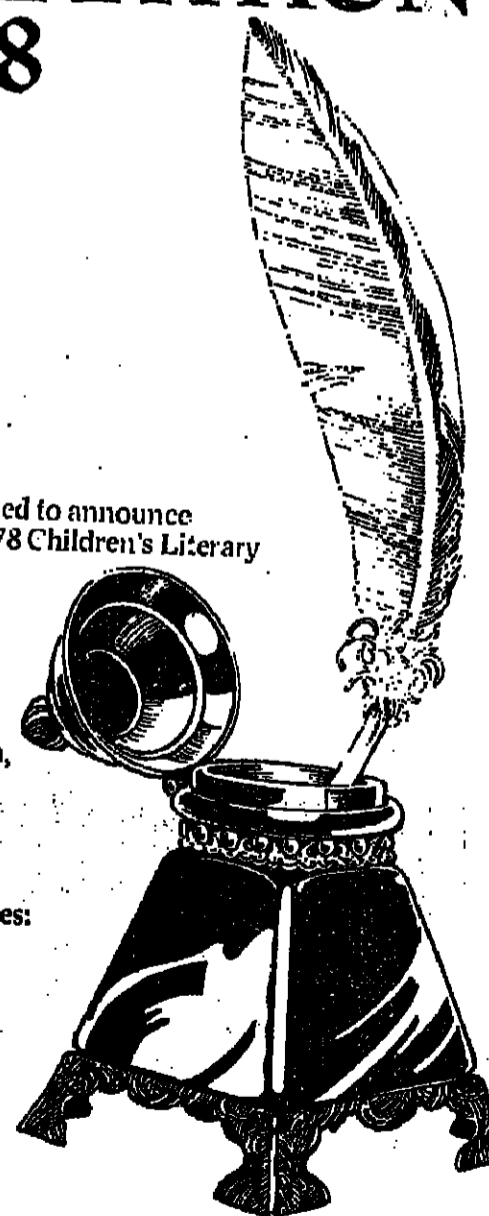
Liverpool was chosen for one of the two Government-sponsored pilot projects which ran from 1974 to 1977. The Government agreed to support the schemes for a further year so that they could provide training materials for other areas ready to embark on induction schemes.

Mr Kenneth Antcliffe, director of education, said that though £50,000 would probably cover the cost of the scheme next year, whether it continued depended on "our battles over the budget."

The question arose, ironically, of the scheme's future cost, ironically, just before the Government's Advisory Committee on the Supply and Training of Teachers is likely to recommend the adoption of a national induction scheme within the next few years. The number of probationers Liverpool will take on next year will also be dramatically less than in 1974. In that year 778 probationers took part in the scheme. Last year the figure had dropped to 191.

Bob Doe

WHSMITH CHILDREN'S LITERARY COMPETITION 1978



W.H. Smith are pleased to announce the launch of the 1978 Children's Literary Competition.

Please address requests for leaflets to:

The Children's Literary Competition, W.H. Smith (BMD), Strand House, 10 New Fetter Lane, London EC4A 1AD.

Closing date for entries: 25th February 1978.

WHSMITH

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COURSES

Cumbria Education Committee


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the College of Ripon & York St John

RIPON CAMPUS

Nursery Education — One Term Course

19th April-4th July, 1978

The Department of Education and Science has approved this course which is designed for qualified teachers who wish to work with children in Nursery School classes or units. It will comprise:

- (1) A study of the growth and development of children from 2-6 years of age
- (2) A consideration of children with special needs
- (3) Provision and practice in nursery teaching
- (4) An examination of the role of the teacher of young children.

There are good opportunities for observation and participation in the College Nursery School and other local schools. Tutorial help will be given through discussion seminars and assignments in a chosen area of study.

Details of the course and forms of application can be obtained from: The Registrar, The College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX.

WEST LONDON INSTITUTE OF HIGHER EDUCATION

SUMMER SCHOOL 1978

17 July-5 August

The following intensive courses are offered:

July 17-21	Looking Around London's History
July 24-28	The Language of Mathematics
July 24-31	Physical Education —
	(1) Scientific Aspects of Human Performance
	(2) The Person in Physical Education
	(3) Volleyball Coaching for Teachers & Youth Leaders
July 28-August 5	Fencing for Beginners
July 31-August 4	Dance in Schools
July 31-August 4	Painting and Drawing
July 31-August 4	Teachers of English as a 'Foreign' Language

Directors: H G Trace BA FCA ACMA ACIS (Assistant Principal)
 Applications and requests for full details should be made to the Summer School Secretary, W.I.H.E., Lippincott House, Borough Road, Isleworth, Middlesex TW7 6DU.

For a complete list of Special Insets and Features planned for 1978 in THE TIMES EDUCATIONAL SUPPLEMENT

Please contact NIGEL DENISON P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ

Sport DES attitude to PE 'appalling'

by Stanley Levenson

The lack of interest shown by the Department of Education and Science in physical education and PE teachers was harshly criticized this week when the Central Council of Physical Recreation launched a 14-point campaign on youth and sport under the slogan "Action Now".

The campaign follows a special CCPR study into the causes of the mass drop out from sport. The council estimates that only 60,000 of this year's 659,000 school leavers will regularly take part in sport.

Mr Peter Lawson, its general secretary, was particularly scathing about the Government and the DES when introducing a booklet, *Sport and Young People*, produced to help the campaign.

He was appalled, he said, by the attitude of the DES, by the closure of specialist PE colleges and by the reduction of trained PE teachers when, in fact, more were needed.

Physical education, one of the two compulsory subjects, was, he said, ignored in Mrs Whitlam's Green Paper and there had been no response to a request for her to issue a policy statement on the role of PE in schools.

A meeting between a deputation from the Central Council of Physical Recreation and Miss Margaret Jackson, the Under Secretary, had been just as fruitless. Indeed, she had asked the deputation what connection there was between the DES and sport.

The 14-point programme says that despite the "wonderful contribution" made by many PE teachers, too much attention is devoted to the "stars" at the expense of the mass of the pupils.

All publicly-owned facilities must be made available to young people as a matter of course. "Any reasons for not doing so must be publicly stated."

The CCPR also suggests that schools should appoint community liaison officers to link with the "outside" world.

Mr Lawson, speaking with heat, called on local authorities to coordinate their services for maximum effect, objected to the high cost in the use of facilities, "particularly employed young people, asked for relief for local sports clubs and leisure facilities for the direct benefit of youth sport."

The CCPR programme asked for action by central government, local authorities, parents, the media, political parties, employers and trade unions.

As an indication of how seriously it is taking the matter, the council on Monday opened a 24-hour "action line" (01-584 652) to give young-people advice and assistance—this although it has little money.

Mr Lawson wants every town to provide a similar service.

He and his colleagues, clearly fed up with inactivity and bureaucracy are just as clearly determined to do something about it.

End in sight for golf boom

The boom in schools golf may come to an end if the Professional Golfers' Association increases its instruction fees, as has been suggested, by more than 100 per cent to 17 an hour.

The prospect provoked Mr Tom Hurvey, chairman, to tell the Golf Foundation annual meeting in London: "The bill could reach the alarming figure of at least £20,000 a year. I cannot see how the foundation could meet this."

Schools which were unable to meet their share of the proposed increase might drop out of the coaching scheme. Plans to extend the foundation's services might have to be abandoned.

Such an increase, he said, would harm golf as a whole and would not do anything to reduce the long-term damage to the game of "being in the best interests of professional golfers."

In its silver jubilee year the foundation has gained more support from schools—1,508 on the register compared with 1,423 in the previous year.



Resuscitation: one of the tests at Coventry

Sad fate of the battery hens

Cliff Temple, athletics correspondent of *The Sunday Times* and *The Times*, prescribes a poignant argument for exercise in his book on jogging that few people can avoid the conclusion that they must do something about it.

Temple outlines the dangers of heart attack through lack of exercise and makes a telling comparison of inert modern man with battery hens.

In May 1976, during a protest by French farmers battery hens were let loose on the road. But the hens died from heart failure, their hearts unable to cope with the strain after a sedentary life. Sedentary man faces the same risks.

Swimming and cycling are two sports particularly good for exercising the heart. Girls should note that hockey, for all its image, is far better than more fashionable horse riding. But the simplest form of exercise, says Temple, is jogging.

Temple gives advice, suggestions and schedules for most age groups, men and women, fat, medium or thin.

Jogging for Fitness and Pleasure by Cliff Temple, *The Sunday Times/World's Work*, £1.00.

Saved

The Prudential insurance group has moved to with an offer of £50,000 a year to ensure the future of a national tennis scheme for children aged between 12 and 14.

The scheme was in danger of collapsing when Green Shield recently pulled out after nine years of sponsorship during which 300,000 youngsters benefited. It will be coordinated by the Lawn Tennis Foundation, which is responsible for the youth side of the sport.

Kent girls and Scots boys are tops at saving lives

Schoolboy and girl swimmers were to the fore in the Royal Life Saving Society championship in the Coventry swimming pool recently.

Nearly 400 of them had entered for the competition, which is a test of life-saving, know-how and initiative, with the competitors working in pairs.

Winners of the girls' event were S. Richards and C. Cole, of Falkstone Grammar School, Kent, with 275.8 points. Close behind with 274.8 points were C. Bowen-Collhurst and J. Hubble, of Cobham Hall High School, Cobham, Kent. In third place were: J. Simister and L. Smith, of St. Jude School, Manchester, who collected 263.4 points.

D. Carney and S. McBride, of Vale of Leven Academy, Scotland, won the boys' competition by a wide margin. They led 282.8 of the compared to the 267.8 of second pair, P. Lamb and C. Garton, of Heddon School, The Garrison, of Heddon-on-Tyne, Co. Durham, who placed next. In the boys' event, the winners were J. Gibbs and A. Charrett, of the Henry Bevan School, Paule, Dorset, with 281.7 points.

The competition drew big crowds—initiated three drowning rescues, resuscitation, throwing a line to reel someone in, and swimming and towing someone 200 yards.

Cub Scout football matches in Colchester, Essex, with no player above the age of 11, have often been spoilt by brawling parents and other spectators, according to Mr Cyril Meadows, Scout district commissioner. Matches will be called off for two years.

Football, says Mr Meadows, is not a part of Scout policy, but only continues because of "satisfying boys' demands."

Threats to voluntary referees by spectators is the greatest concern but these have been instances of fighting among the adults and the use of bad language, forbidding to Scouts.

COURSES

The Advisory Centre for Education

invites applications for Easter Courses

TIMETABLING IN THE SECONDARY SCHOOL

to be held from 28-31 March, 1978 at Vunburgh College, University of York

COURSE DIRECTOR: Neill L. Ransom Richard Aldworth School, Basingstoke

Now in its Fourth Year, this course will run in two forms to cater for both Beginners and Experienced Timetablers.

BASIC COURSE: Though an extended simulation exercise in small working groups led by very experienced timetablers, and by lecture and discussion, this stage of the course will introduce newcomers to all aspects of timetabling from the important pre-planning stages through to the various methods of construction.

ADVANCED COURSE: This section of the course will specifically cater for experienced timetablers. Allowing them to exchange ideas, to perfect and improve their own methods, to hear the latest techniques in Timetabling, and generally to allow the important task of Timetabling to serve the needs of the Curriculum and Organisation of the School. Options will cover Sixth Form Timetabling, Consistent Blocking, Computer Timetabling, Methods for Upper School Options, etc. (C78/2)

PROBLEMS OF CURRICULUM ORGANISATION IN SECONDARY SCHOOLS

To be held from 2-5 April, 1978 at Wentworth College, University of York

COURSE DIRECTOR: Roger Sackington, Principal of Earl Shilton Community College, Leicestershire

This course for teachers at secondary schools aims to do two things: (1) to examine some of the main problems associated with secondary curricular organisation; (2) to give teachers the opportunity to broaden their understanding of these problems through discussion and practical work. The course programme consists of a series of lectures, symposia as well as discussion and practical work in study groups. On the third day, course members will have the opportunity to concentrate on one of 10 optional subjects chosen on enrolment. (C78/3)

Please write for full details to the Course Organiser, Advisory Centre for Education, 18 Victoria Park Square, Bethnal Green, London E2 9PL. Tel: 01-980 4596.

COURSES FOR TEACHERS IN FURTHER AND HIGHER EDUCATION 1978-79

APPLICATIONS ARE INVITED FOR COURSES OF STUDY LEADING TO THE AWARD OF:

1. UNIVERSITY OF MANCHESTER DIPLOMA IN ADVANCED STUDY IN TECHNICAL EDUCATION

An advanced course for experienced staff in further and higher education, industrial training, and related fields. One year full-time or two years part-time.

The course has a distinctive Research Methods bias and offers options in:

Administration of Education	Curriculum development	Management in Education	Educational Measurement
Educational Psychology	Philosophy of Education	Sociology of Education	Comparative Education

2. UNIVERSITY OF MANCHESTER BEd (with Honours in Education)

A Degree Course for further education staff who have completed a course of professional education for teaching and a one-year part-time Preliminary BEd course. One year full-time, or two years part-time.

The course is essentially intended for non-graduate teachers, and aims to promote (i) essential foundation studies in Education and (ii) understanding of the wider implications of curriculum, learning and teaching in Further Education.

3. UNIVERSITY OF MANCHESTER TEACHER'S CERTIFICATE

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UNIVERSITY OF DURHAM SCHOOL OF EDUCATION

The School of Education will be offering the following one-year full-time taught courses during the academic year 1978-79:

Diploma in the Education of Young Children

This course is designed to offer experienced practitioners the opportunity of preparing themselves for responsible posts concerned with educational provision for children between 3 and 9 years of age. A basis course in Child Psychology will be illustrated by studies within it.

Pre-school Play Group Movement
 Nursery Schools and First Schools

Diploma in Primary Education

Diploma in Remedial/Compensatory Education

These courses are designed for experienced serving teachers and lecturers in Colleges of Education. They are based on a common core of educational studies including an examination of current educational theory and its curriculum implications. In addition, there are separate and more specialized studies in any one of the following areas:—

- Language Development
- Reading and the Curriculum
- Mathematics, Science and the Curriculum
- Drama
- Environmental and Social Studies

All students study the problems of compensatory education within the context of their general studies.

Master of Arts in Education

The course for the M.A. involves the theoretical study of three aspects of education and the degree is awarded on the basis of a dissertation in a written examination. Options available for the session 1978-79 are as follows:—

- Comparative Education
- Drama in Education
- Educational Law and Administration
- Philosophy of Education
- Science and Mathematics in Education
- Sociology of Education

A dissertation may be presented in place of one option

*Candidates choosing the option Drama in Education are required to submit a dissertation in the area of Drama in Education.

Further details may be obtained from the Secretary, School of Education, University of Durham, 48 Old Elvet, Durham DH1 1JA.

UNIVERSITY OF OXFORD

M.Sc. in Educational Studies

The University offers an MSc in Educational Studies for graduates with good honours degrees. It comprises two areas of specialization: either Educational Administration, Organization and Planning, or Science Education (which includes the Sciences, Mathematics and Geography). The course is intended as post-experience training either for educational administrators at the intermediate level and for senior teachers contemplating an administrative career or for science teachers seeking posts as inspectors, advisers or heads of department in large schools. Candidates take three examination papers related to the area of specialization chosen and also write a dissertation. The course lasts one year and the dissertation has normally to be completed by September following the year of entry to the course.

Enquiries should be addressed to the Tutor for the MSc Course, University Department of Educational Studies, 15 Norham Gardens, Oxford.

The University also provides opportunities for research in education leading to the degrees of BEd and DPhil. Enquiries about admission should be addressed to the Tutor for Research Students at the above address.

UNIVERSITY OF SOUTHAMPTON

Department of Education

COURSES IN ADVANCED STUDY IN EDUCATION, 1978-79

Applications are invited from experienced teachers, lecturers, and advisers for the following courses starting in September, 1978.

- M.A.(Ed.) (Part-time, one year)
- Curriculum Studies—Educational Research and Innovation (Full-time, one year)
- Geographical Education—Chemical Education—Biological Education—Physical Education
- M.A.(Ed.) (Part-time, three years)
- Ed.Phil. and D.Phil. (Full-time and part-time)
- Diploma in Advanced Educational Studies (Full-time, one year)

The Department of Educational Studies (Full-time, one year)

Further information and application forms from: The Departmental Secretary (Advanced Courses Unit), Department of Education, The University, Southampton, SO9 5NH.

COURSES

UNIVERSITY OF LONDON
INSTITUTE OF EDUCATION

The Role of Language in Education English Department

The Department has for more than a decade been exploring the role of language in education. We invite interested teachers to participate in furthering this exploration. The course sets out with these ends in view:

- to help them to acquaint themselves with recent developments in the study of language and of language in school and to give them direct contact with the researches and development work of the Department;
- to help them through generous personal tutorial time, to identify, define and pursue special interests, with reference to school, and at the students' own level;
- to make provision for relevant workshop activities and to set foot a small-scale individual or group investigations;
- to explore the implications of the Bullock Report and, in particular, to make a critical assessment of it through engaging in the teaching of reading.

We welcome applications from teachers in all subjects working in any type of educational institution.

The course is recognized for secondment and leads to a Diploma of the University of London. The examination for this Diploma is by course work.

Further details may be obtained from the Academic Registrar, University of London, Institute of Education, 20 Bedford Way, London WC1H 0AL, and completed applications for the course commencing September, 1978, should be submitted as soon as possible.

● SHEFFIELD CITY POLYTECHNIC

1978-9 EDUCATION MANAGEMENT

- Applications are invited for the following courses—
- DIPLOMA IN EDUCATION MANAGEMENT**
(One year full-time or two year part-time day release.) This course offers individuals an opportunity to develop their management interests and skills within a broad-based syllabus.
 - MSc IN EDUCATION MANAGEMENT**
(One year full-time followed by one year part-time, or three year part-time day release.) These are more theoretical courses stressing analysis and organizational effectiveness in education, relating to policy formulation, policy determination and policy implementation.
- Send for your brochure and application form. Contact Dr J H Campbell, Department of Education Management and In-Service Education, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB, or phone Sheffield (0742) 738621 quoting ref. 885.

LA SAINTE UNION

College of Higher Education SOUTHAMPTON COURSES FOR TEACHERS OF SWIMMING

The following courses leading to ASA qualifications will be offered during the Easter vacation, April 2 to 8, 1978:

- Preliminary Teacher's Certificate
- Teacher's Swimming Certificate
- Advanced Teacher's Certificate
- Club Coaches Award

Course Director: Mr. Ray Cayless, D.L.C., ASA Coach
Tuition fee: £12
Meals and accommodation available.

Further details and application forms from:
T. Randall (Ref. TSS), P.E. Department, La Sainte Union College of Higher Education, The Avenue, Southampton SO9 5HB. Tel. Southampton (0703) 28761.

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Republic of Ireland Controversial 'mixed' school gets go-ahead

from John Walshe

DUBLIN — Both the Church of Ireland and the Roman Catholic archbishops of Dublin have recently expressed unease with proposals in the Republic for integrated education.

They made their views known shortly after the new Education Minister, Mr. John Walshe, had given the go-ahead for the country's first multi-denominational primary school. This will be built in Dalkey, a Dublin residential suburb.

The campaign for the Dalkey school was waged by an articulate and well organized group of local parents. One powerful argument they used was that with 3,500 denominational primary schools there must be at least room for one mixed school, especially where the parents wished it.

Their campaign and the Minister's decision to approve their proposal has led to considerable controversy. Integrated education has always been a difficult question. In Ireland, long before the present wave of "troubles" erupted in the North and long before the border divided the island into two separate states.

In 1830 Dr James Doyle, the Roman Catholic Bishop of Kildare and Leighlin, wrote: "I do not see how any man, wishing well to the public peace, and who looks to Ireland as his country, can think that peace can ever be permanently established or that the prosperity of the country can ever be well secured, if children are separated at the commencement of life on account of their religious opinions."

Neither school unity nor political unity has come about. Separate states and separate school systems within those states have since evolved.

In the North, the All Children Together movement is campaigning hard for mixed schools, with limited success so far. The general opposition of the Roman Catholic Church to mixed schools is most sharply focused by the Bishop of Down and Connor, Dr Philip, who refused to give confirmation to children who attended the state, that is, Protestant schools.

A less contentious approach is taken by the Bishop of Ards and Cashmore, Dr Cahal Daly. He rejects the argument that education

Italy Survey may mask extent of illiteracy

from Dalbert Hallensieck

WASHINGTON — Congressional representatives have approved a substantial five-year programme for career education—one of the fastest-growing primary and secondary education programmes funded by Washington. Some \$400m are to be allocated under a Bill that now goes before the two Houses for final approval.

The Bill authorizes \$50m next year, \$100m for the following two years, \$100m in 1982 and \$50m in 1983. Eighty-five per cent of the money is to go in direct grants to individual states. The rest will be set aside for model programmes, information programmes and special grants to overseas America territories such as the Virgin Islands, Guam and Samoa.

Under the Bill, which is expected to be approved shortly, each state must continue to spend at least as much on career education as it has in the past year. States must also pay their own share of these programmes. State education agencies must make sure that career education is part of the regular instruction programme, not just part of vocational education. Programmes must be administered by a coordinator with previous experience in the field, and the state agency staff should include someone experienced in problems of discrimination and career stereotyping.

The money may be spent on all kinds of things—instilling career education concepts in the classroom, paying for career guidance, placement and counselling, arranging work experience for pupils who want to explore specific careers (provided there is a chance of a job in the field and pupils would not displace other workers), hiring coordinators, buying materials, running councils and resource centres, providing in-service training, working with the handicapped and minority groups, conducting surveys and so on.

The programmes are aimed at children aged five to 18 and states will be given funds according to how many pupils they have. Special provision will be made, however, for areas of high unemployment, where the population is sparse. No state will get less than the minimum allocation of \$125,000.

Considerable discretion is given to the federal Commissioner of Education in allocating money. He can, for instance, make funds available to pupils in private schools if states make no provision for them.

The whole programme will be administered by the office of Career Education, set up by law in 1974. Council on Career Education which was created at the same time.

Working up to working life

Michael Binyon, North America correspondent, reports on career education in the USA

A lot of money has already been spent by successive American administrations on career education, which seemed to offer a solution to the vexing problem of how to fit education, particularly at school level, to the world of work without falling into the trap of merely teaching a trade or skill.

In the past year, however, some powerful figures have questioned the return on all this spending, and have argued that it is little more than vocational education dressed up in a new name.

An analysis of the movement was published in a recent issue of *The Public Interest* by two Harvard University lecturers, Eleanor McGowan and David Cohen. They say the movement represented a radical turnabout in American education. The publicly supported school system was traditionally based on the notion that other institutions—the family, church and community—had been weakened, and that if families' poverty, nationality, criminality or bad manners, schools would save them.

Just as the schools were once supposed to make up for the inadequacy of other institutions, now the world of work was to make up for the failings of the schools. While a great deal of work seems to have been done, the idea of an appealing set of ideas about work and school, these ideas are at odds with reality."

They go on: "One reason for this may be that work is not what the reformers would like to believe. A great deal of work seems to suffer from just the same failings as the reformers' heaven in schools. Indeed, it exactly the same time as they are trying to live up to education by making it more like work, other reformers are trying to live up the work-place to make it more humane, stimulating and relaxed—in a word, more like school."

The authors point out that career education depends upon cooperation by business, labour and the schools, and that while each of these fields about career education, they have not always been willing to do what the reformers intended.

Business, for example, continues to be business. It will provide job information to the schools, and occasionally make available a few training opportunities for pupils. But if a great deal of work seems to suffer from just the same failings as the reformers' heaven in schools, indeed, it exactly the same time as they are trying to live up to education by making it more like work, other reformers are trying to live up the work-place to make it more humane, stimulating and relaxed—in a word, more like school."

Trade unions are also resistant. There is a fear that bringing large numbers of pupils to work could lead to unemployment, to lower wage rates. These concerns are that the children might put their fathers out of work.

The unions also worry that pupils probably will not learn very much from the kinds of jobs they are given to do. An official from the AFL-CIO (the American equivalent of the TUC) said: "Many youngsters could outperform seasoned workers for a few weeks, and go away thinking the job was great. But it's one thing to work on an assembly line for three weeks, or even three months. It's another to work on that job for 30 years or more."

Despite these doubts America is pressing ahead with career education. This summer the Office of Education announced the award of \$2.5m in grants to states to develop comprehensive plans for career education in schools. The states are to draw up "realistic" plans with representatives from all segments of education and the working world. All are now doing so, except Louisiana and Iowa which did not apply for the grants.



Although the latest survey refers to levels of literacy in the active workforce and the Education Ministry decided, nevertheless to attempt an estimate of literacy levels for the entire population in 1976. To do this it subcontracted the 5.3 per cent of the 1971-76—such as the general population (above 6 of six) known to be illiterate or semi-illiterate in 1971.

The resulting percentage represents claims the Ministry, over 10m people—such as 3m fewer illiterates and 7m more illiterates than in 1971.

But, since the report was published last month, its methodology has been severely criticised. It failed to account for membership of the workforce tends to reflect a more highly selected and, inevitably, more literate group of people.

And the inquiry completely ignores the problem of regional back-to-back differences. This is said to be particularly serious among Italy's increasing army of unemployed women.

The ministerial inquiry also fails to point out that those illiterate, fortunate enough to find work in a better position to improve their literacy skills than the complete unemployed. The employed illiterate is not only more motivated to improve his reading and writing skills but has the chance to do so during his working hours: the clerical unions seem the right way to give workers to take time off for study and more 150,000 workers have used this to complete their compulsory schooling.

But in the 1960s, educationists no longer saw school as a place where children could be shielded from the problems of the outside world. Instead, they regarded schools as oppressive, uninspiring and artificial.

McGowan and Cohen write: "Critics and social scientists questioned the efficiency of schooling. Dehumanistic education had become a bad in treating delinquents, child and the mentally ill, and the

West Germany Parents and teachers bid to keep early selection

by David Dungworth

Preparations are under way to hold a people's petition in North Rhine-Westphalia, West Germany's most populous state, in an attempt to block a state government's plans to replace the existing grammar, intermediate and secondary modern schools by so-called cooperative schools (ZES 71).

The decision to go ahead with the petition was taken by the delegates of 10 parents' and teachers' organizations which have joined forces to form a Citizens' Action Group against the Cooperative School. It came immediately after the reform Bill had been given third reading in the state parliament by 104 votes to 95.

If the new law does come into force at the beginning of the next school year as intended, local authorities will be allowed to set up common school centres for all children in the 13-15 age range; the building of new schools will be financed by the Local Ministry of Education only if they are organized on the cooperative principle.

All pupils will follow a common orientation stage during their first two years at secondary level. They will then be placed according to ability in the grammar, intermediate or secondary modern streams, all of which will be housed under the same roof.

The Social Democrat (SPD) and Free Democrat (FDP) coalition parties in the state parliament claim that the cooperative schools will offer greater equality of opportunity than the present tripartite system. By the end of the next decade, they will also be the only viable form of secondary school in areas covered by over one quarter of local authorities, as the decline in the birthrate since the mid-60s means that there will be few pupils to justify the retention of the existing types of school as independent institutions.

During the past 12 months various bodies representing parents, teachers in grammar and intermediate schools, the Catholic and Lutheran churches, and the Christian Democratic (CDU) Parliamentary Opposition have conducted a vigorous and reform. They see it as yet another step in the government's overall strategy of promoting comprehensive schooling as the normal form of secondary education in North Rhine-Westphalia.

Efforts are also being made to raise the funds needed to cover the costs of the petition, estimated at DM5m (over £1,200,000). Here the citizens' action group can rely on the financial backing of the Christian Democrats, who are planning to use the position as an opportunity to attract the state government's education policy as a whole.

If the petition is successful, the government will be faced with either withdrawing the legislation altogether or submitting the issue to a referendum of all North Rhine-Westphalia's voters within the following 10 weeks.

France Union set to block parent committees

from Joan Smyth

The 300,000-strong National Council of Teachers (SNV) has called for a boycott of the newly formed parent committees for tertiary and primary schools (CES). November 23 Education Ministry instruction were to be covered by class and teachers every three months. The SNV has sent out a written directive to its members telling them not to cooperate.

Under the new arrangements for nursery and primary schools, depending on the size of the school, the number of parents on the committee is set at 50 per cent of parents or half of those elected in the independent parent organizations.

The predominantly Socialist SNV has said it will forbid its members to call the meetings. It has urged the satisfaction answer to the following demands: shorter working hours and better conditions for head teachers, cutting down the number of classes in the first year of primary schools to under 25 and regular placements for absent teachers. It also hopes the parents will put pressure with these demands.

Canada Provinces take new look at language learning

from our own correspondent

At the language dispute in Quebec rehashes around Canada, the Ministry of Education have been teaching in their own provinces and will submit a report to the provincial premiers at the beginning of next year.

The premiers promised in the summer to improve the teaching of French in English-speaking provinces, and asked the Council of Ministers of Education to find out exactly what provision is now being made at both school and college level.

One of the justifications the Quebec government has given for its strict language provisions in its Charter of the French Language is that the other nine English-speaking provinces made little provision for the one million francophones now living in Quebec.

The Council has sent questionnaires to ministries of education in the provinces, asking them to describe the minority language programmes in French, and also non-official languages used by Eskimos and Indians. It wants to know where linguistic minorities are concentrated, how large they are, what school boards are doing, what percentage of class time is spent on minority languages, and so on.


Next month the council will meet the Federal Secretary of State to discuss negotiations for the renewal of the "bilingualism in education" programme. This programme, sponsored by the federal government, is the main vehicle through which Ottawa is trying to turn Canada into a geographically bilingual country.

Individual agreements with each province are due to expire in March, and the government is keen to keep the programme going. Funds are available at both school and post-secondary level for training programmes, fellowships, bursaries and experiential language teaching techniques.

The Council of Ministers of Education in Canada is actually the only coordinating link between the various ministries of education throughout the country and it has a keen interest in the politically-sensitive issue of language teaching.

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LETTERS Save our book supplies...

Sir,—Read any good books lately? (November 19) admirably reinforces the Bullock Committee report, *A Language for Life*, in making a direct link between standards of literacy and levels of school library provision.

Follow campaigners may like to know that *Library resource provision in schools: guidelines and recommendations*, just published by the Library Association, bases its case directly on those Bullock findings.

Whatever the case in favour of some teacher-produced reprographic items in appropriate instances, book provision together with that of suitable audio-visual items remains of the utmost importance in terms of sheer quality of content and production. An increase in the level of provision is urgent, and the action of one local authority in virtually destroying its county library schools service must be widely and publicly deplored.

Just as important, however, are well-trained staff actively working with both teachers and pupils to stimulate knowledgeable book use. This university is one of a number of institutions offering courses leading to full double qualification in both teaching and librarianship.

Such new testimonials will wish to develop visual and verbal literacy in relation to one another, and will see reading and learning as a continuum, without arbitrary divisions between fiction and non-fiction, textbooks and recreational reading, or book and non-book.

Equally, they will deplore the artificial distinction between "books" and "resources", your article properly attacks, but

which your own review pages continue to perpetuate. PROFESSOR P. HARVARD, WILLIAMS, Head of department, K. A. STOCKHAM, Senior lecturer, NORMAN W. HESWICK, Senior lecturer, Loughborough University.

Sir,—Your warnings on diminishing stocks of books in schools were very welcome. It is all too easy to justify these shortcomings by saying that producing your own work units is educationally desirable, but there are several points to be considered:

Textbooks are usually the product of years of practical experience on the part of a senior teacher, and are scrutinized by a conscientious publisher, aware of the consequences of errors and inaccuracies.

Apart from blatant and immoral cribbing, which often takes place, home-produced work units are often less carefully assembled, quickly become grubby and torn, and even with the off-set litho machines, cannot compete with books as far as layout, photographs and illustrations are concerned.

There is much research to prove that even at colleges and universities, some students are unable to find their way around books, using index chapters and tables, etc. How much less will they be able to do so if they rarely have a chance to handle books at an earlier age?

When the cost of paper, ink, upkeep of machines and secretarial time is taken into consideration, plus the fact that a work sheet will last at the most three years, while a textbook may survive 15, I am not so sure that the finance of this has been properly worked out.

ROSEMARY THOMAS, Ashdon Park Comprehensive School, Bristol.

... from light-fingered pupils

Sir,—Your leader "Read any good books lately?" (November 19) failed to grasp the nettle. In many schools the problem is not achieving a five bookstock but retrieving it.

Several large comprehensive schools no longer have rigid lending and bringing back systems. Perhaps the head has a "free access to learning" policy, or the local authority builds unstackable libraries, or else modern teachers are overworked.

In any case it is possible for a quarter of library books in a comprehensive situated in an affluent area to "go missing" within five years of the school opening. Also Jackdaws probably come back half empty, and individual departmental bookstocks become so depleted (especially of colourful "topic books") that

much of the syllabus cannot be covered usefully. Could the need be for less attractive, not more attractive, school books? Also for a strengthening of clear legal rights for schools to retrieve their books. A child who takes a book home and "forgets" to return it has, in fact, stolen it.

Yes, that is not the only robbery. Your report that "the only measure is one of the best educational tools of the century" I maintain that if this or any other machine is used for the carving up, wholesale republishing and vulgaring of single published works, then this, too, is dishonest. Frequently schools are gleeful at breaking every copyright law in existence. They should set a better example to their charges!

GODFREY H. HOLMIS, Langley, Henley, Derbyshire

Passing fancy of examiners

Sir,—In his letter discussing the success rate in modern languages at 16-plus (October 28) Mr C. Vickerman, secretary for examinations to the Joint Matriculation Board gives figures showing that the percentage awards at grade C or better hover around the 60 per cent mark in all JMB O level large-entry subjects. This would suggest at first sight that the standard required by the board to earn grade C is roughly equal in all such subjects.

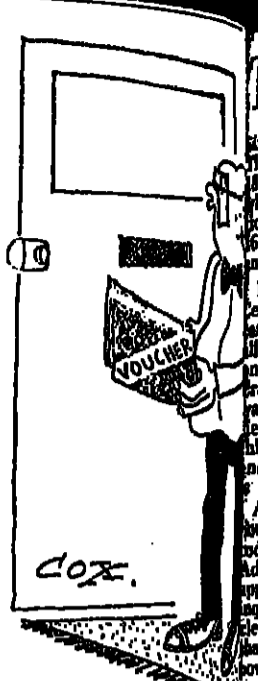
If, however, the size of entry in the different subjects is taken into account a rather different conclusion could be drawn. For example, the practice in most schools to enter a much wider ability range for English language O level than for Spanish or German where option systems are selected by schools produce a much more motivated and generally more able entry. A 60 per cent pass rate for such an entry is much more discriminating.

It has been argued that the common presence of shorter courses leading to O level in German and Spanish could account for their failure to produce a higher pass

rate than in other more widely taken subjects, but in my experience smaller sets and able and better motivated pupils more than compensate for the reduced time concerned in maintaining a pass rate of between 55 per cent and 65 per cent in all large-entry subjects that they set the standard of the exam to produce this figure rather than their pass rate to match the quality of the entry?

What, I suggest, would be very much more meaningful and illuminating than the figures Mr Vickerman did produce would be figures comparing the results of candidates who had been entered for English language and German to see if a disproportionate number of candidates entered for all three of those subjects fared worst in any one of them. Such figures could either help to explain concerns about the unhappy state of foreign languages in schools or, if no disproportionate results were found, suggest we should look for a cause other than the degree of difficulty of the subject. DAVID WELSH, 17 Boundary Grove, Sale, Cheshire.

Letters for publication should arrive by Tuesday mornings at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.



Unaided

Sir,—Peter Fanning (November 4), in his article "Children's Theatre and Drama" is misinformed when he lists Vivid Children's Theatre among the companies who perform solely for children which are subsidized by the Arts Council.

Vivid has been refused subsidy for the five years of its existence, and the last reason given by the Arts Council was that "in the end it comes down to the subjective opinions of the group people".

That group of people is the panel which assesses groups and give out the subsidy. It is at least in part made up of representatives from groups who do receive subsidy. Vivid is a member on the panel; Vivid receives no subsidy.

DAVID PORTER, Director, Vivid.

Counted out

Sir,—Women student teachers twice as bright as men, according to figures published this week (October 18). I am intrigued by your report that 91 per cent of students achieving 90 per cent or more in statistics, I thank you for the figures.

A. DAY, Deputy Head, St George's School, Killybegs, Liverpool.

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Time for 16-19 inquiry—as long as it's quick

Your leading article, "A Way through the Woods" (November 19) certainly expressed a need which anyone concerned with education, training and welfare of the 16-19 age group must agree with and applaud.

During the fifties and sixties the central Advisory Council for Education covered in its major reports aspects of education except this one. The Newsom report and the another report both pointed the way for a major inquiry into this matter. It is curious that at present this is the only field of educational endeavour in which some expansion is taking place.

As you rightly point out, this is not solely an educational problem and so a revived Central Advisory Council would not be an appropriate body to carry out the inquiry. However, such a study is clearly necessary. The only anxiety that might be felt is that a high powered inquiry of this kind would

not be completed, could not be completed in a hurry. The danger clearly would be that, if it were set up, everyone would sit back and wait, using the inquiry as a pretext for inaction. We are all only too familiar with the attitudes of "waiting for a major inquiry" before doing anything.

My association has in the last two years made its views clearly heard, first, by a 1967 resolution at national conference which was reaffirmed in 1977 presenting the case for the government department responsible for both education and training, second, by publishing a policy document on the "Education, training and employment of the 16-19 age group" this year.

Clearly the findings of the Onkes Higher Education in the Public Committee on the Management of Higher Education in the Public Sector will have some implications for the management of all post school education. The survey being

conducted by the Department of Education and Science into educational credit transfers may attack another small corner of this vast problem. The debate on the management of MSC resources will also pose a new set of problems rather than clarifying any of those which exist at present.

It is not the purpose of this letter to outline all the policies of NATFHE on this vast subject. Indeed, there are aspects of the problem with which we are not directly concerned, though every aspect has some bearing on every other one and none of them can properly be considered in isolation. Education, employment and social provision are not readily considered separately in relation to the burning problems of the millions of young people involved.

Two lines of action are necessary: immediate provision and immediate action, the need for which the Government is clearly aware of and is

ready to take action on however satisfactory or unsatisfactory that action may appear. The second is to tackle the long-term solution of all the related issues and it is here that an inquiry of the kind your leading article suggests is highly desirable.

I feel confident that NATFHE would wish to participate in such an open inquiry on a subject which is of major concern to all our members; indeed, the work we have done over the past few years on many aspects of this topic should provide a substantial contribution to such a task. Apart from anything else it is high time that we all know clearly what we are talking about when we use terms such as continuing education, adult education, permanent education, all of which have recently become confused and imprecise.

F. C. A. CAMMARTS, President, National Association of Teachers in Further and Higher Education.

Full circle on sixth form exams

Sir,—In his Science Diary (November 18), John Maddox adds further warnings on the ways in which the Schools Council with its N and F branch might adversely affect sixth-form science. He does, however, fail to make one important point. If, as he warns, the N and F industry has indeed gathered sufficient momentum to override the stunted and punch-drunk opposition and impose the system on a reluctant and unopposed teaching profession, then the scientists are in as good a position as historians or mathematicians to distort N and F to their own advantage.

Instead of physics N and F levels, heat, light, sound and electricity could be offered as separate courses. Would-be chemists may be tempted by carefully restructured inorganic, organic and physical branches of the subject, while biology departments could expand into botany, zoology, genetics and microbiology, each at N and F. Thus, a potential loss of science to those sixth formers who really do want to be scientists could be transformed to a positive gain, and at the same time, for the non-science specialist there would be courses to N and F level in integrated physics, integrated chemistry, and so on.

If we cannot defeat the principle of N and F, then maybe we can de-stroy its spirit, and indeed, finish with pupils who are even more specialized than they are at present, to the possible delight of university departments. Perhaps we really would be better off with A levels after all.

R. C. JONES, Head of chemistry, Rickmansworth School, Hertfordshire.

'Betrayal' of sex equality movement

Sir,—We are seriously alarmed by your report of November 4 that a Home Office staff check has recommended the closure of the Equal Opportunity Commission's education section and a transfer of its function to the Department of Education and Science. This report has not been publicly repudiated by the Home Office.

The whole of the organized women's movement would see the closure of the education section as a total betrayal of the aims of the EOC, for the establishment of which many of us have worked so hard. Women in Media is certainly not the only organization which regards the EOC's function in securing equality of educational opportunity as basic to the aims of the Act, because of its influence on

the future status and of opportunities for women.

- Not only is the EOC committed by law to "keep under review the working of the Sex Discrimination Act", many clauses of which are rightly devoted to education, but in their Annual Report of 1976 (published last May) they pledged themselves to the following priorities in education and training:

- The needs of the 16 to 19 age group;
- Education and training provisions for women re-entering work;
- The secondary curriculum, single sex and co-education;
- Adult and Higher Education;
- Initial and in-service training of teachers.

To hand this responsibility back to the DES is to hand it back to those whose inadequacy led in part

to the need for the Sex Discrimination Act.

We ourselves have been trying for four months to see Dr Shirley Sammerskill at the Home Office to discuss our disquiet at the way the EOC is working. We have not yet had an acknowledgment of our second letter of September 27, tentatively at their request the questions we wanted to ask.

The peremptory dismissal reported 10 days ago of the head of the EOC's Education Department, Dr Gilbert Byrne, who is highly respected for her knowledge and her commitment to the aims of the Act, adds to our alarm about the functioning of the EOC.

MARY SCOTT, SANDRA BROWN, PAULA SHEA, UMA RAM NATHI, SUSAN RAVEN, ANGELA WYATT, JACQUELINE MACKENZIE, Women in Media.

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Who and what are school records for? How accurate and fair is the information teachers put in them? Should parents and pupils be allowed access to such documents? Leonard F. Davis has been examining the files of 600 children, and is disturbed by what he finds there; Lucy Hodges has been looking at how the DES, the local authorities and the schools have been reacting to the public debate on this sensitive issue

'Poor Tommy, he has had a difficult year'

I disagree with a great deal in the Green Paper, but support wholeheartedly anything that can be done to sharpen the recording skills of teachers, to give a greater sense of purpose in the compilation of files, to turn dull dossiers into working documents, and to facilitate the transfer of "information" from teacher to teacher, school to school and local authority to local authority. Later, within the Common Market countries, it may be necessary for us to take some initiative about record-keeping and the exchange of files.

My thoughts are based on the preliminary findings of an examination of 600 files of children who transferred to three secondary schools in September 1976. They reflect the practice of more than 50 "feeder" primary schools. The examination is part of a wider study of aspects of the school experience of children as they move through the secondary stage. My first task was to evaluate the information available at the point of transfer.

I am worried by some of the patterns that emerge. Many files do not bear close scrutiny, and time is not on the side of primary school teachers in considering anew this part of their work. Already within the ILEA parents can see and discuss with teachers the primary school records of their children, if they are in a nursery or an infant school or are first-year junior pupils.

The scheme will be in force throughout primary schools in the next two or three years. After that it is surely only a question of time before there is access to files at the secondary stage. In other parts of the country similar plans are in operation or under consideration.

Recording skills are no less important for the teacher than for the social worker, and the contents of a child's file often provide the meeting-point (and sometimes the evidence for action) when the two professions come together at the moment of crisis. The transfer of "fact" and feeling about children in a manner calculated to aid their development; to

offer understanding of their problems; and to detail the complexities of their educational, social and emotional progress, is a task demanding thought, powers of observation, calmness of mind and the ability to handle words sensitively.

Many primary school teachers seem ill-prepared by their training to appreciate the value of imaginative record-keeping. Some of the annual comments sink to a low level of jargon, with cryptic references in the present or immediate past, and "character assassinations" which would receive angry responses, but for the privileged setting. Children are rarely written about in the round within the context of all that has happened during earlier formative years.

I have found numerous examples of observations being skillfully and systematically recorded, reports which link educational, familial and social events in a sympathetic way. Often one senses the pain of teachers as they record an unhappy event—the death of a parent,

the admission of mother to a mental hospital, the diagnosis of a crippling illness in a child.

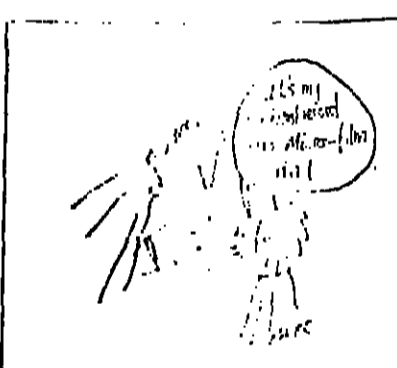
But they seem to be operating in an institution which does not know how to do with the knowledge can make it as a potential barrier to learning as a growth point for personal relationships at a time of distress. This is regretted when one knows that the effort has been put into the child's distress or problems of adjustment, and solutions have been sought which are not made available to the child.

One approach which impresses particularly is the school's use of a dialogue with parents on a year-by-year basis, the school indicating how we find your daughter in relation to situation A, B and C, conveying "This is not necessarily she is" and asking, parents, what under the heading "This is how we see Mary at home".

Such a presentation is very different from the traditional tear-off slips which parents acknowledge the receipt of reports, and make comments if at all. In this kind of report, there is a feeling of equity in the space given parents to express themselves.

I realize that, more and more schools are now inviting parents to open meetings so that reports can be handed out and discussed. However, as may be

seen from the illustration, the traditional format is still prevalent.



changers would confirm, some parents whose children give cause for the greatest concern are those who fail to respond to such invitations.

Even in the sensitive recording of major life events, relevant and purposeful comment is easily buried in the file. I sense that teachers are not in the habit of using files in their work with the total child; rather are they things to be brought out at stated times each year for a few often well-used words and phrases to be added.

I am being unfair to some schools, but not to many others, and I find little excuse for the class teacher who, having worked with a child for a whole year, can only write under the heading "Personality Sketch": "Now much more with it".

Remarks under "Special Needs" which merely state "Pushing and prodding" or "Help!" or "Nagging!" or, in one case, "Manacles I tell me more about the state of tiredness or frustration of the child. Again, however amusing and immediately important to classroom organization, the statement that "John is the slowest milk drinker I have ever met" adds little to the dossier—though it was one of the most colourful descriptions I found.

A number of major concerns emerge from the survey:

● Only about three-quarters of the records are complete, that is, giving a year-by-year account of the child's progress and personal development.

● Records of attendance at infant and junior school are frequently incomplete. It would seem especially neglectful, for example, after a year of recording "Irregular" attendance, to follow with a blank year, and lose the opportunity to note an improvement or deterioration, together with possible reasons.

● Sections indicating "Special Needs" are filled with statements such as "needs classes", "has been referred to the educational psychologist"; "has been seen by Mrs Gullfrey" (whoever she is); "is being given remedial reading"; "is still having tests at the hospital"; and these are sometimes repeated in different ways year after year. Rarely is an outcome noted, a condition corrected or a decision recorded. Mystery surrounded the entry "Poor Tommy, he has had a difficult year". Only by reference to the annual report of three years later did I find that, during that earlier period, Tommy's mother had died.

● There is a great deal of undated material, which leads to confusion, especially over absences, accidents and medical conditions.

● The first written records of several



children appear in the middle of junior school. They have moved from elsewhere in the country or from overseas, and no note has been made of the circumstances of their arrival or their previous school experiences. It seems important that, when this occurs, the receiving teacher should piece together with the parent the earlier educational (and some personal) history of the child so that, like others in the class, he or she has a "past".

● A few local authorities still refuse to forward their files or photocopies, and offer little information about the children leaving their district. One letter I noted starts: "With regard to the Primary School Record Card of X Education Committee, it is not of course the policy to send this out of the area." Although a centrally administered education service is not to be advocated, there seems merit in the use of universally understood and easily transferable documents. I feel that ownership should lie with children and their parents, and not with an education authority, statutory requirements apart.

The "Notes for Guidance" on the records folder of the Service Children's Education Authority end: "Examples of pupil's work should not be included in the school records, but should be placed in an envelope and handed with the School Transfer Report for transmission by hand to the next school". The School Transfer Report, a comprehensive document which is given to the parents, is well designed, and could serve as a basis for discussion in facilitating the movements of children, both in Britain and abroad.

We are only on the edge of developing an effective way of record-keeping, particularly in respect of behaviour and per-

sonality. In some instances, there are indications of a return to boxes and ticks: is he aggressive? sociable? reliable? trustworthy? hardworking? or to assessing the child on similar criteria but on a five-point scale; or to underlining a variety of often vague phrases, all of which could lead ultimately to punch-cards and computers. Such moves must be resisted and quashed. People who think in this way should be making things, not people.

The thrust should be away from the ticks and boxes and underlining mentality, to one of creative language development, in which new ways are explored of involving children and their parents in continuous dialogue, where comments are never static, never written in such a manner that a child is fixed in a certain position, for example, as permanently lazy, aggressive, fussy or interfering.

Infant labels often remain for years, with repetition of the same expressions as children make their way through the junior school. Such expressions are given as facts, without development, without clarification and without consideration of varying contexts or personal pressures.

The days of writing "about" somebody ought to be numbered, and replaced by the concept of writing something "with" somebody. Even quite young children can be involved and know a great deal more about themselves and their behaviour than we give them credit for. Developing the form used in the Service Children's Education Authority, parents could be encouraged (for example, by the school supplying folders) to build their own profiles with their children which, on transfer, they would present to the new school (although for safekeeping duplicates of some parts could be kept).

They could be further encouraged to write their own accounts: children, too, have an opinion about their performance in relation to their own best, about their peers, their teachers, and their schools. In an honest world, there should be opportunity for all parties to be involved in the recording activity.

As open file systems spread throughout the country we must work towards the elimination of second secret records, in the spirit of permeable institutions and open government. We do well to remember Toffler's forebodings in *Future Shock* of the "obsolescence of data" and the "perishability of fact", both of which seem to die hard in the beliefs of so many whose examples of recording I have been reading.

Equally, though, teachers do themselves a disservice by accepting inadequate systems of recording. The richness of much classroom activity and teacher-pupil interaction is such that its capture

in words can help to build alternative images of children, especially in the case of children with problems. Teachers do a great deal in their work with individual children to lessen behaviour difficulties, to ease personal tensions, to support parents and to facilitate learning.

If only they would assist more the movement of children from one teacher to another, from one school to another by writing down more than the brief, and often inappropriate, comments that are sometimes offered. Building alternative images of children may possibly be helpful in building alternative patterns of behaviour.

School records are frequently bizarre documents; within a decade they may be obsolete in their present form. On the one hand we have praise heaped upon praise; on the other blame heaped upon blame. The system itself could be seen as working against the already disadvantaged child, each year increasing the catalogue of misdeeds and unacceptable behaviour.

In the redefinition of aims and objectives in recording and record-keeping which must take place in the wake of the



Green Paper, and the rapid movement towards open files, there seems a need for a shift from making statements about children, to using the written word to increase understanding; to think cause and effect; and to explore problems and their solutions in a way which will make files worth consulting as working documents.

Leonard F. Davis
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Strictly on the record

One of the thorniest issues dividing teacher from teacher, teacher from parent, and teacher from pupil is the keeping of school records. Not only has the question of whether or not parents should see their pupils' records become a hot political potato—too hot, it seems, for the DES to handle—but there seems little agreement on what constitutes a good record.

Local authorities operate different systems and have differing ideas about parental access. Bedfordshire Education Committee, for example, has decided not to let parents see records. Other authorities, such as the ILEA and Birmingham, have moved towards open access in some schools.

Local government and health service reorganization has brought together areas and institutions with different record systems. This has thrown into much sharper relief the confusion that has existed for some time, and has persuaded

many I.E.s to conduct radical reviews of their systems.

The Department of Education and Great Debate emphasized the importance of teachers assessing pupils so that they would know how the children were doing and whether their own teaching was any good. This pointed to the importance of an efficient record system.

The Green Paper laid out briefly what was involved in good record-keeping. It said:

- Keeping and transmission of records should be systematic and understandable.
- They should be subject to clearly understood and agreed controls on what information is kept and what is not, and on what is disseminated and to whom.
- Full regard must be paid to the rights of parents, as well as those of teachers and pupils, to know what material is included.

There were other administrative prob-

lems. Teachers were not given time for filling in records, and were sometimes not consulted enough by the head at the record system. A constant complaint was the lack of liaison between schools when children transferred.

"One infant head complained bitterly that though she and her staff had worked hard to produce a useful set of records it had recently come to her knowledge that these records were totally disregarded by the staff of the neighbouring junior school." The junior school teacher said the records were not specific or objective enough. But neither school made any effort to work things out.

A contentious issue for I.E.s which is revising their systems is defining what is meant by "relevant" information to be put in records. The Schools Council found some teachers who believed only academic assessments should be recorded, others who thought subjective comments on behaviour were more important, and yet others who thought that much of the background data on parents' occupations, religion and family set-up should not be on record.

A more general fear about the increasing collection of information by the Schools Council was also expressed. "It was Brother that, with the demise of the 11-plus tests, records might now lead to the categorization of children on a far less systematic basis than ever before."

This is the sort of argument used by teachers who do not keep records, which there seem to be quite a number judging by the incomplete cards they

are faced with last year when it was trying to allocate grammar school places at the last minute.

More contentious still is the issue of parental access. This has been fuelled in recent years by the parents' magazine, *Where*, by the Secret Records Campaign, and by calls for more open government here and abroad. The secrecy of other records kept by the Health Service and social workers, for example, is being questioned by the Warnock Committee on special education.

Many teachers, however, remain implacably opposed to access. They claim, among other things, that records would become educationally useless if they were written for parental consumption. Parent organizations reject this argument. They say records are likely to be more accurate and relevant if they are shown to people.

They also claim that teachers' opposition shows that the wrong sort of information is being kept, and in the wrong way. They ask why parents should object to seeing the kind of information that teachers need to record, and they suggest that comments about background and behaviour should be couched in specific terms, without the teacher sitting in judgment.

Authorities known to have given a right of access to parents are Clwyd, Dorset, Mid-Glamorgan and Birmingham. The ILEA gives parents a copy of the primary school transfer report and is in the process of introducing an open primary records system. This involves detailed guidance in heads, but it is left up to them to make the new system known, and it is left to schools to decide whether or not to allow parental access.

Even where the policy is in operation, there is a suspicion that another tier of records comes into being, containing the kind of information schools do not want parents to see. For those and other reasons, the Schools Council project and consumer organizations are calling for more central guidance.

Last year the Secret Records Campaign asked to send a deputation to the DES. They were told to wait while the department consulted interested parties, and it was not until the summer that they got to see a group of civil servants.

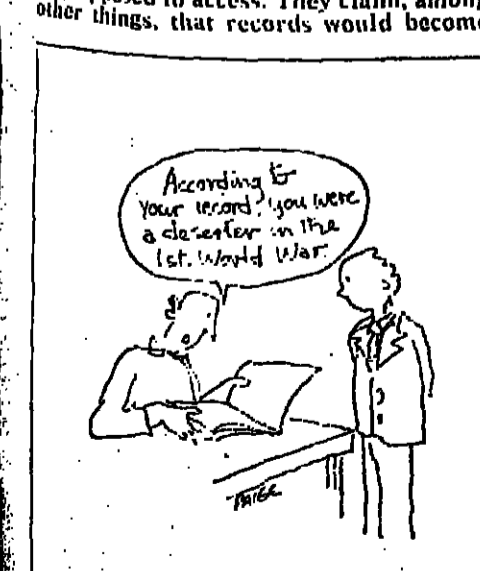
They asked if the DES would issue a circular immediately on some uncontroversial matters, such as making sure records were dated and signed, that parents were told of their existence, and whether or not a photograph was kept with them.

The reply was that the Department would have to wait until the current round of consultations on the Green Paper was complete before issuing a circular, and that the detailed issues the campaign raised were a matter for I.E.s. So it looks as though little will come out of central government for a while.

Meanwhile, out in the field, some I.E.s are devising new systems. A working party in Birmingham, for example, has been busy standardizing a record card which is likely to be cumulative and follow a child right through his or her school career. Like other authorities, the Birmingham group found it difficult to agree on many issues.

The new system replaces a haphazard situation in which schools, or groups of schools, devised their own cards, or simply used the transfer documents. The new ones are expected to contain information about the mathematical and language progress of children, as well as their standard of written work and details of their background.

The head is expected to be responsible for making sure the cards are filled in, and teachers will sign all entries. The format is likely to be a mixture of boxes to be ticked off on a scale, combined with space for comments. This seems to be the way most authorities are moving, but they are aware the technique needs



to be used with care. A proliferation of ticks in boxes without enough comment can lead to a crude and unhelpful picture being built up.

Progress records compiled by the Scottish Office are a case in point. Pupils are ticked off according to whether they are aggressive or timid, very reliable or unreliable, a leader or easily led, and so on. The records contain almost no space for comment on a pupil's ability.

Most of the authorities revising their systems will also be issuing guidance with the records. A working party in Bedfordshire is moving towards the same kind of system as Birmingham is devising, although its councillors have already decided not to open up records to parents.

After local government reorganization the county was left with a range of systems, some laid down by the previous authorities, others left to the schools to devise. Extensive consultations are now going on. The county realizes it has an important public relations exercise to carry out as well.

Some authorities like the idea of central guidelines on the matter; others feel it might jeopardize the difficult compromises they have had to reach over revising records in their areas. The thorny questions they are having to resolve are what information is needed, how specific it should be, how it can best be recorded, and whether it should be available to parents. It is taking a long time, and no uniform pattern is likely to emerge.

Lucy Hodges

Made to measure?

Martin Leonard takes a critical look at the Assessment of Performance Unit's proposals for monitoring attainment in mathematics

Tom Marjoram, the head of the Assessment of Performance Unit, wrote recently that the unit is making every effort "to command wide consent and confidence that its proposed modes of monitoring are appropriate and acceptable".

But there has been no reply to my suggestion in June in the TES that the unit's proposals merit little confidence. In the meantime, the Green Paper has confirmed that the national assessment programme will begin as previously indicated: pilot tests were carried out in October, and the full programme is to start in May 1978.

Doubts about the programme's acceptability have concerned its possible effects on the curriculum, on the less able pupils, and on the professional standing of teachers. Its appropriateness—its ability to test the right things in the right way at a reasonable cost—has been questioned rather less, and the article by Harvey Goldstein and Steve Blinkhorn (TES, September 23) may be taken as the overdue starting point of that process. My purpose is to develop their theme in the context of the unit's proposals for testing maths both by item-banking methods and in the practical mode.

Maths is a convenient place to start. It is the first of the six curriculum areas to be monitored. It is also the only one for which the unit's proposals are based on available material: *Tests of Attainment in Mathematics in Schools*, published by the NFER in 1975. TAMS is required reading for all who need to know what a national monitoring programme will involve.

The research team's brief from the Department of Education and Science was to investigate the feasibility of a national survey of maths attainment. It was originally intended that the survey should include only written tests, consisting of selections from a "bank". However, the project was extended to include a feasibility study of maths testing in the practical mode.

Both the research team and its advisory committee found some difficulty in agreeing what should be assessed in the survey—some of the committee even felt that it should not be carried out at all. The various viewpoints "were held with great conviction by their protagonists, to such an extent that agreement or consensus was difficult to obtain". But one important matter was generally agreed: the survey should include practical assessment, in the form of an oral test with the use of apparatus.

This conclusion parallels a major decision of the unit itself. The unit wants to test the whole curriculum, in order to form a picture of the child's whole educational development; the TAMS aim is to form a picture of the child's whole mathematical development, and to do this the tests must clearly be both written and practical. It has recently been confirmed that practical tests are to be included in the monitoring programme.

The brief given to the Practical Mathematics Project, which was based at Poulton-le-Fylde College of Education, was to compare the efficacy of personal assessment with that of conventional methods.

Topic A of the test for 11-year-olds, for example, consists of seven questions (10 marks in all) on volume, capacity and weight, using centicubes, a 10 cm cube and its case, and scales. For question 2, the assessor builds a 2 cm cube and then asks, for one mark: "How many of these very small cubes are needed to make a

medium sized cube like this?"

In question 6 the pupil is asked how to find the weight of water in the case for the 10 cm cube; one mark was given for the strategy of weighing the case full and empty, one mark for the scale reading.

Volunteer teachers and members of the project team acted as assessors. The teachers were specially trained in using videotapes, and did not test in their own schools. The children tested also did a comparable written test, half of them before the practical test and the remainder afterwards.

The team's conclusion was that practical maths could be assessed more effectively in the practical mode, especially with primary children and less able secondary pupils. Further, they felt that other assessors could, after training, use the project's materials and rubrics to obtain reliable data.

The claim to reliability is supported by the TAMS data: fully in the case of the 11-year-olds and adequately for the 15-year-olds. But reliability on its own is not enough—even if the results of large-scale testing were equally reliable, which is far from certain.

For a test to be useful, it must possess validity as well. It must not only be consistent, but also measure consistently what we want it to measure. Validity is mentioned only twice in the report of the practical maths project, briefly and in relation to details. The researchers found difficulty even with the first step towards validity, the definition of what is to be measured.

There were clear signs that the validity was, in fact, rather low. It appeared that assessors influenced the results; there was low correlation between the written and practical tests; there were variations

in the children's vocabulary unrelated to their mathematical understanding. Some children could not be persuaded to handle the apparatus. Worst of all, the tests were seen to measure in part the ability of children to learn in the test situation, rather than their understanding of maths at the time the test started.

Without adequate validity, the testing of practical maths is valueless. Other doubtful points include the method of sampling, the provision and training of assessors, and the cost.

Different, though equally serious, doubts surround the written tests. For each age group to be tested, an item bank is to be set up, containing questions on the full range of skills and concepts. No single child will be tested on all topics, in order to lessen the impact of the testing process. A complex sampling system is being designed to ensure the right balance between topics, between children of different abilities, between regions of the country and so on.

This is by no means easy to do, as I have already suggested, and no research seems to have been done on the extent of sampling errors in these conditions. But the main difficulties lie in the way the results are analysed.

Any test used for making comparisons has to be standardized, by estimating its level of difficulty, so that a given result can be interpreted. For a test made up of individual questions from a bank, a new approach is needed.

One promising method was developed by the Danish mathematician G. Rasch (an evaluation was published by the NFER in 1974, *The Objective Evaluation of Test Performance*, by A. S. Willmott and D. E. Powles). The basic idea is that a level of difficulty is assigned to each

individual question, and the difficulty of a test is calculated from these.

If the Rasch model is sufficiently reliable, it will be a major advance: it would, for example, make possible multiple choice tests which would discriminate adequately across the ability range, which no existing tests do. It would do for the science of engines—by has not.

A radically new idea like the Rasch needs time for development, during which unforeseen snags may appear. The Rasch model gives clear warnings of them.

The Rasch claim is that, under specified conditions, a defined skill may be estimated (with a margin of error, as in all tests) using any set of questions from the appropriate bank. Thus a child of average ability might be given an easy set of questions, and gain high marks, or a difficult set which would yield fewer marks: his standardised score would be the same.

One of the few examples quoted by Willmott and Powles is a physics test, originally of 70 questions. Twenty of the 70 failed to fit the model, probably because they measured a different skill from the others. For the analysis, the remaining questions were divided into "easy" and "difficult" subsets of 25 questions each. The stated conclusion is that the two subsets were, for almost all candidates, statistically equivalent.

From the data it is possible to predict the mark a candidate would have got on the easy test if he gained (say) seven marks on the hard one: it is, in fact, 16. But the margin of error is no less than six marks: either way, so that the limits (95 per cent confidence) are from 10 to 22 out of 25. This cannot be considered acceptable.

This is merely an example, and it may well be objected by proponents of the method that one would not, in practice, attempt to predict in this way. The more I would claim is that it may serve to indicate (in an area where full arguments are necessarily highly technical) that there is room for considerable doubt about the levels of reliability which can be attained.

The Rasch method is open to doubt on other grounds, particularly the reputation that the level of difficulty of a question is independent of its content. The reasons why some items fail to fit the model also need more research. Further development will be, no doubt, to start a national testing programme without it, as Goldstein and Blinkhorn point out, asking for trouble.

The White Queen, it will be recalled, had the gift of believing six impossibilities before breakfast. For the assessment of their six curriculum areas, the Assessment of Performance Unit has allowed itself a rather more generous time scale, but seems just as determined to believe that the impossible can be accomplished.

Maths assessment could easily be restricted to that of basic numeracy by conventional standardized tests, and it would remove the impossibilities, and it should be done. This is not the time for untried methods, whether of testing or of analysis.

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Holmes 124-98

Last month at the National Book League, 19-year-old Patricia Finney was given a cheque for £350 and the David Higham Award for her promising first novel 'Shadow of Gulls'. What has happened to other young writers who in the last few years have experienced similar publicity and success? Rosemary Hartill has been meeting some of them



Left to right: Susan Price, Pat McGrath and Sarah Patterson.

In their own write

Making generalizations about teenage novelists is about as safe as making generalizations about a random selection of people on the top deck of a London bus. But one thing common to them all is other people's curiosity.

"When people discover you've had a book published," says 23-year-old Susan Price, "they look on you with a vaguely wicked, almost underhand, kind of admiration. But what gets me is that they never ask you where you got your ideas from or anything like that. What they really want to know is how much money you've made. When I got that job in a retail factory in Dudley, I didn't say I'd written any books. But someone told them a woman came up to be and said, 'You'll be a millionaire yet then?' I looked at her—I couldn't think what she was on about. Then I realized."

Susan Price's first novel for teenagers, a modern fantasy, was published when she was 18. She thinks it's awful now, and can't understand why anyone ever liked it. Today she has three more novels to her name. She lives with her mum and dad, two brothers, and a sister in a council house on the outskirts of Birmingham.

To any 16-year-old fed up with work or school, Susan Price should be a comfort. She says she is "heartily sick" of the local comprehensive and she did not even mention the publication of her book to her English master. "I didn't think he would be interested. He'd hardly spoken to me before."

Her first job in a cake-hop lasted two weeks before she was sacked. Then she took a job as a shelf-filler for a year in a local supermarket. For the last two and a half years, she has been out of work.

Susan Price's second, and favourite, novel, *Twopence a Tub*, is about a nineteenth-century miners' strike in a colliery near where she shops. Other Award, it is based on the memories of her own family.

Earlier this year, her publishers, Faber, turned down her latest novel *Mirror*. She says that as a child she used to wonder who some polite children's authors thought they were kidding. In *Mirror* she included scenes like the fights she remembered from school, where

there were teeth left lying on the pavement afterwards. Her editor said it was all too strong. At the moment, she's working on a new book, this time a fantasy. "It's about eldritch. You can't call them fairies now, can you?"

It's now seven years since the publication of Pat McGrath's first novel *The Green Leaves of Nottingham*. Pictures of him then show a slight 16-year-old with short hair and National Health spectacles, saying things like "I won't change. You certainly won't find me going about with beads and long hair." Today Pat McGrath has shoulder-length hair, wears blue denim, a black sweatshirt and black leather belt and jacket. In those seven years he has been through the whole "hole" drop out/squatting scene, taking at different times, barbiturates, speed and LSD. He is just now coming out the other side.

The Green Leaves of Nottingham, about a Borstal boy's return to crime, was published with a foreword by Alan Sillitoe. Described by the *Sunday Telegraph* as an "outstanding achievement", it came out in paperback in America, in a separate educational edition and was mounted in play form at the National Theatre. But one result of all the publicity was that he put to the point where he could hardly write his own name, never mind another novel. Yet still the slightly cynical questions went on, "What are you writing now?"

Once the proceeds started to come through, he went off honeymooning to America and Ireland for a couple of months, eventually returning to take a respectable job as a solicitor's clerk. He was the first member of his family for some time not to go straight into a factory after school; he suspects his mother still wishes he had stuck it. But after a while, he could no longer stand it, and left to take a variety of jobs—fairground attendant, swimming pool cleaner, warehouseman, van driver, demolition and shoeshop factory worker ("I ended up throwing lathes at the foreman"). Finally, he dropped out completely. Meanwhile, when he saw his family, they were still complaining about his long hair. In January, 1975, he had a nervous breakdown.

Daphne, his latest novel, based on some of those experiences and published earlier this year, was an attempt to make something meaningful out of a way of life that was fast becoming meaningless to him. He still sees it as a valid and sensible action when people are homeless, but the reality of the communities he was living in were that people were ripping each other off, hanging out to lost fashions, metaphorically tripping up-side down. The turning point was when he saw 15-year-olds getting involved in Piccadilly Circus, without any idea how heavy it could all be.

Pat McGrath's favourite review of the book was the one in the *Daily Telegraph*, which saw it purely as an uncritical love story set in a squat. With a wry smile, he admits that he did feel a bit disappointed that the critic missed the whole point of what he was trying to say. But he had trouble with his mother too. When she realised that the mother of the main character was an alcoholic, he had to restrain her from taking him to the libel courts. Today Pat McGrath is off drugs, and back writing. Next year sees not only the publication of a paperback edition of *Daphne*, but a hardback edition of a new selection of stories, *People in a Crowd*, which Alan Sillitoe says privately is the best thing he's done yet.

Of all the recent young novelists, the most successful commercially has been Sarah Patterson. Her first novel, *The Distant Summer*, told the story of the love between a Norfolk vicar's daughter and a young rear-gunner in the last war. Published in the spring of 1976, it reached number one for two weeks in the best-seller charts, has now been translated into 13 languages, been serialised by the *Reader's Digest* and *Woman's Own*, and had three book club editions. Even the film rights have been sold. At a conservative estimate, the book has already brought its author about £25,000 even before going into paperback. Sarah Patterson was 14 when she wrote it, and it took her only a matter of weeks to write.

She's spent the past six weeks in Cambridge cramming for a second A level: she wants to go to New Hall to read archaeology and anthropology next year. She turned up for

our meeting, traditionally enough, on a bicycle, wearing blue jeans, sneakers and a tight black jacket, and looking very lumpy. She's obviously been delighted—almost overwhelmed—with the success of the book. Her conversation is a mixture of openness, worries and enthusiasm characteristic of an 18-year-old surrounded by security and affection, together with an unseasonal realism about her professional future.

It would all be rather unconvincing had not forgotten that her father is Harry Patterson, alias Jack Higgins, author of *The Eagle Has Landed* and many other bestsellers. She says almost immediately how grateful she feels to him for protecting her and warning her what the publicity could be like. "Without his help, it would have been so easy to get in a mess. As it was, I still get scared and confused at times." His advice on the first draft of the book was to tighten up the writing and to change one character from an Italian to an American to save the way for an American sale.

But most valuable of all is the advice he has to offer her on writing as a profession. To Sarah at the moment that means publishing, learning about VAT, publicity, publishing a book a year to keep in the public eye, and reaching as many people as possible. She also means answering personally the 1,000 fan letters she has received since *The Distant Summer*. One of them was from a middle-aged woman, saying that she and her husband were thinking of getting a divorce, and what should she do?

Sarah will be returning home to Jersey to finish her second novel. Set in the Second World War again, it is a fast-moving thriller whose main character is a girl recruited by the SOE to obtain information about the German defences in France. "What scares me," she says, "is the feeling that I couldn't write the first book now. This one has been harder to write. There's been so much research, and I think too hard." Somehow one does not feel too worried.

Twopence a Tub is published by Faber. *Daphne* and *The Green Leaves of Nottingham* are published by W. H. Allen. *The Distant Summer* is published by Hutchinson.

26 Resources

A new era of video recording

ADRIAN HOPE on new developments which could make video recording substantially cheaper

The Video Tradex 77 Exhibition held recently at the Heathrow Hotel offered an exceptional opportunity to compare the current generation of rival video formats...

Although all "domestic" video systems rely on helical scan, there are about a dozen different and incompatible formats...

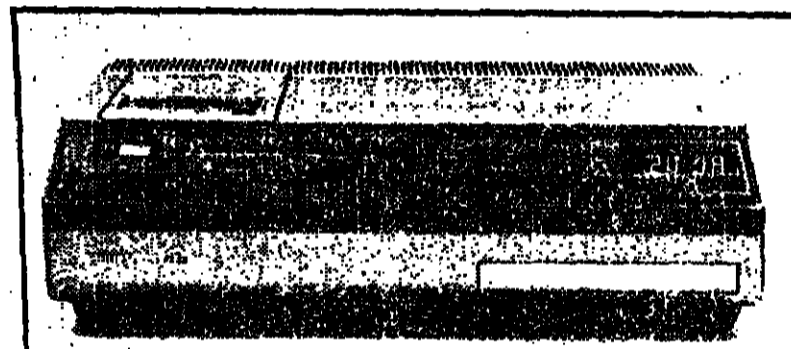
But now there is a move away from complicated cassettes and high tape speeds, towards simpler and cheaper cassette and lower tape speeds...



The VHS system from JVC.

television on a single cassette (as opposed to just over two hours on the Philips cassette)...

Although the three-hour recording facility (developed, incidentally, to satisfy the American desire to tape-record a whole ball game...



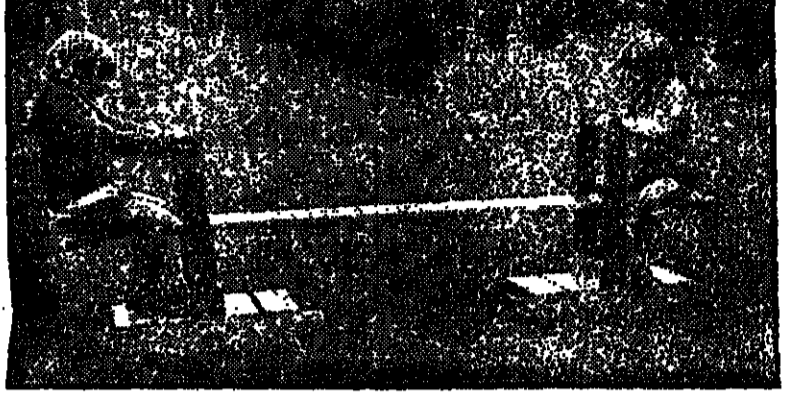
The Philips N1700.

The new machines appear to work efficiently and will sell well to the general public...

Both the VHS system from Matsushita (JVC and National) and the Beta system from Sony...

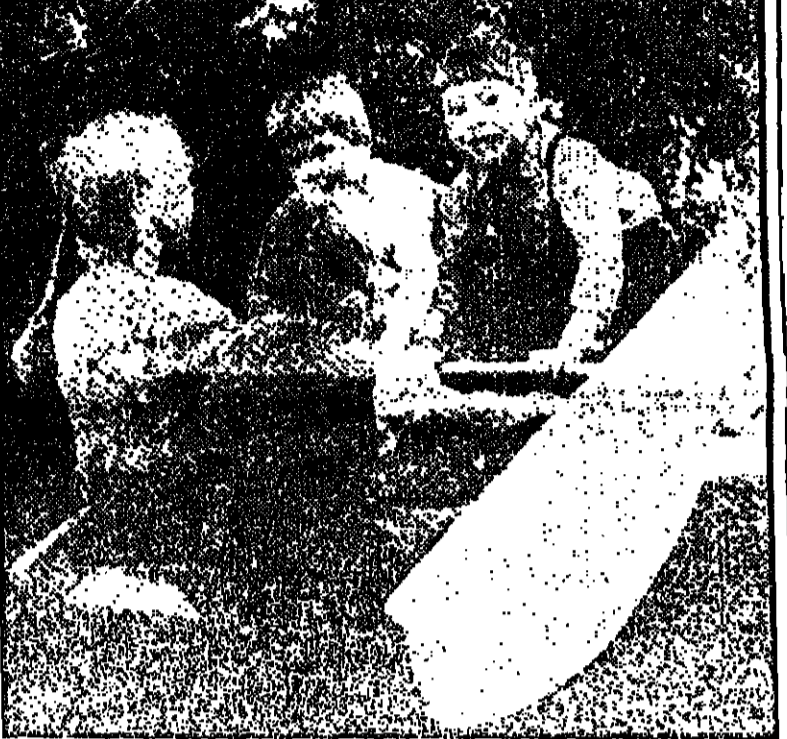
It will be a matter of regret, therefore, like myself, who have applauded the past success of Philips in bringing video down to domestic prices...

27 Resources

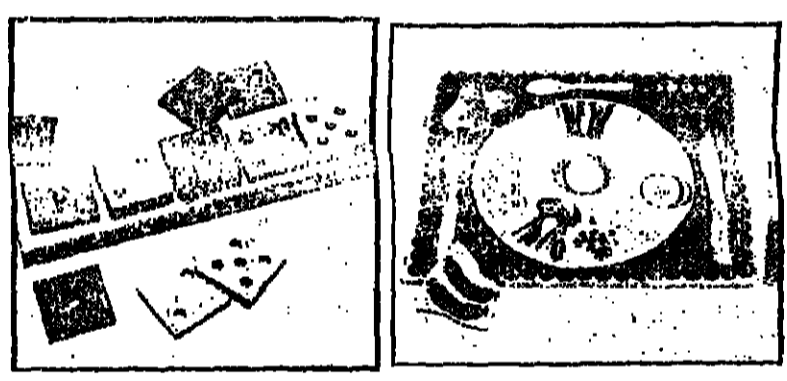


Play and make good cheer!

Catalogues of all sorts appear at this time, among them a fair number of educational equipment catalogues...



Top: two versatile nursery playthings. Top left: The Variploy Rocker from Abbotts which can also be made into a slide...



Tales of mystery and imagination

Bill Mitchell's voice is also heard in the new Zor in the latest Dr Who saga, Dr Who and the Pescatons...

Pop instead of pomp

In my day, the songs in Listen with Mather used to be delivered by ladies and gentlemen whose evening dress and oratorian stance came over as clearly as their beautifully enunciated lyrics...

The Illustrated LONDON NEWS NOVEMBER This Jubilee Year Pictorial record of Royal events throughout 1977 camera talks a series on SOCIAL SERVICES

Pet likes and dislikes The British Small Animal Veterinary Association is concerned about impulsive buying of pets at Christmas...

Poring and spouting FRANCES FARRER on the V and A's Christmas activity

Food for the aged Help the Aged, a national charity working on behalf of old people...

Modelling Let's Make a Model Theatre is the latest project in the Copydex series...

Skateboard Safety! Like every sport, skateboarding requires training and an understanding of the rules of safety...

Skateboard Safety! Like every sport, skateboarding requires training and an understanding of the rules of safety. This film shows the importance of protective clothing...

TALKBACK

Distance learning

Richard Freeman

The large scale use of "open learning" and "distance education" has recently been proposed as a cheap way out of many problems. In 1973 it was the DES suggesting that an "Open College" would suit the 16 to 19s; this year it has been Jim Telfer promising to close down MSC and train technicians through a fourth television channel.

Crazy as these notions are, they have encouraged a more systematic analysis of the characteristics of open learning, and many educators have begun to consider how distance education can be used in their field.

In colleges of adult and further education a surge of activity seems to be taking place, with colleges working on schemes for distance teaching. But many, including some in the active thinking stage, are unable to turn their interest into concrete form, because they are unsure about precisely why and how they should be involved. Is it that distance education is simpler (it isn't), or cheaper (not always) or better (for whom?)?

Traditionally, distance education has meant correspondence education, with all its problems and drawbacks. The "pure" correspondence course (texts plus correspondence tutor) rarely works well, however much expertise is put into its design and running. For all its flexibility and cheapness, it is dogged by problems of student isolation and the need for additional media—tape, telephone, laboratories, discussion groups and so on.

When the pure correspondence course is supplemented by these other media, it becomes an effective and efficient means of education for a wide range of students and courses. The obvious example is the Open University.

Given the problems of correspondence education and the effectiveness of supplementary services in maintaining morale and reducing dropout, is there a good reason for local colleges to provide those supplementary services for correspondence students in their area?

Distance teaching can also offer an answer to some of the problems of a local college. Every tutor demands the minimum class size—where two or three are gathered together... "is not the motto of adult and further education. So colleges frequently turn away keen students, either because a class never started or because it fell one below the minimum class size.

No single date and time for a class will suit all students and many will not enrol because they know they cannot attend regularly. Such students include shift workers, mobile workers, the disabled, and people with heavy home responsibilities. If the college could offer a distance teaching service to the small class and the irregular attenders, attendance would be no problem.

All these ideas are being developed and tested somewhere in the United Kingdom. So the "how" is coming, and it is in need of development and dissemination rather than debate.

The servicing of correspondence students living in the locality has been pioneered by Barnet College of Further Education, which has provided seminars, laboratories, libraries, counselling and audio visual aids for NEC students for

more than six years. The model they developed—the NEC local centre—has now extended to nine colleges, and the number is growing rapidly. This is an invaluable service to NEC students but, because it has already been demonstrated in the TES (January 9, 1976), I wish to concentrate on other possible models.

What specifically interests me is the idea of the local correspondence college. I use this term to mean any local adult or FE college which offers a course partly or wholly by correspondence, where the correspondence texts and tutoring are supplied to the student by the local college.

This has exciting possibilities since the local college can, if it has the right correspondence texts, build up a flexible but integrated course where the student selects all manner of services: correspondence tutoring, tutorials, seminars, telephone, turning tape tutoring, lab work, audio-visual aids and so on.

Such a service does exist—again at Barnet—and a modest version of it has been pioneered by Steve Brookfield, at Malvern Hills College, where 50 student programmes have been arranged since the service started. But, as Mr Brookfield points out, "The inordinate amount of time required to write a full correspondence lesson unit" is a big problem in developing an extensive service of this kind.

The sad experience of many colleges is that even an inordinate amount of time is no guarantee of the development of good correspondence texts. Good text design and complex pooling of many skills beyond that of teaching.

For some colleges therefore, the solution lies in running a local correspondence course using the texts of another institution. For others, the solution will lie elsewhere—in the consortium of local colleges which develop consortium texts.

Correspondence education is frequently referred to as economic. This is only true of text production, and it is only this that lies beyond the resources of most local colleges. But a large enough group of colleges wishing to teach the same course by correspondence may be able to form an economic text production consortium. Such an idea brings distance teaching curriculum development within the reach of many colleges and hundreds of tutors.

Any moves into distance education should be in a positive spirit, with a full awareness of all that it can offer to student and college. It is hard times which have put it into the limelight, but it must be heartedly offered as a second best.

Richard Freeman is executive director of the National Extension College.

Mixed Ability Works

The Sunday Club is a report of a Belfast community education project, which used the resources of a college of education to provide health education for the local community in the city's Falls Road area. Activities included Yoga, drama and improvisation, folk dancing, painting and making, singing, and therapy to help people give up smoking. The project seems to have pinpointed a big demand for week-end recreational and educational activities of this kind, and the experience is to be repeated next year. Copies of the report are available from 107 Botanic Avenue, Belfast 7, 25p (including postage and packing).

A collection of poems written by first-year mixed-ability secondary children at Maidenhill School, Stonehouse, Gloucestershire, has been printed in an attractive booklet, Mixed Ability Works OK? The work was done in response to a



Drama in the nursery

Roger Lewis

Recently, our drama department worked for two terms in a day nursery in Leeds. We started by taking in a dramatization of Raymond Briggs's story Jim and the Beanstalk.

Four students training for secondary schools were faced with the task of adapting the story, designing and building a portable set, and producing a half-hour show. The children were excited by the whole thing (some in tears) and were awed by the giant with his giant false teeth, spectacles and wig.

The success of this led us to try something rather more ambitious: the writing of a play with the needs of the nursery children in mind. A different group of students produced a pantomime about Jack, the monkey who lost his tail and had to seek the help of such characters as Humpty Dumpty, Dr Foster and Buttons.

According to the matron, the children representing a wide range of social and intellectual backgrounds and aged 4-5) were not only engaged, but carried the story through their own talking, painting and they were coming to new kinds of learning and were forming new relationships.

It is unlikely that natural play, or the reading aloud of stories, would have brought about such an impetus. Drama, by the intensity of its appeal, can make things happen very quickly.

We were still not entirely satisfied, though, feeling that it might be more valuable to work things out with the children on the spot, rather than take in pre-packaged productions. So we started using a simple situation or challenge for each visit, and seeing what devel-

We first took students in dressed as nursery characters. These they interacted with the children, in character. Next we carried in a large parcel and asked the children to unwrap it. Inside was the old woman who lived in a shoe, and she proceeded to give her children (the students) orders, which the nursery children helped to carry out—sweeping the floor, hanging out the washing, etc.

We noticed how much the children enjoyed the vigorous movement sequences we introduced into the story—climbing, tumbling and jumping. In our next visit we concentrated on extending these movements, and were able to work with some nursery nurses in training, this providing a one to one ratio.

Finally we used the idea of a journey into space. The children entered their space ships (formed of students' bodies) and travelled through space till they landed on a new planet. They then had to explore the surface of the planet which was made up of the bodies of the students.

Some friendly monsters were hid there, and the children had to find these and bring them back home. Once home the children had to explain the earth way of life, and teach the monsters such skills as drinking a cup of tea.

Although we were working with very young children, we all found this work relevant to the other aspects of drama training. It didn't matter to any one group the student was more demanding, and we were forced on to our own resources, since so little seems to have been done with children of this age.

We learnt to respect the strange but compelling processes that came in dramatic play, and we quickly came to see the great capacities of these young children to explore and refresh in work with aspects outside the school system. Our plans are to move now into drama with the nursery children.

Roger Lewis is in the drama department at Leeds Polytechnic.

Black and white focus

Carol Kayira

I strongly support Chris Pinnock's (Talkback, November 18) in the use of the term "Black British" to describe black and non-white children born or settled here. This gives all children a British identity without detracting from their cultural heritage, while allowing for monitoring discrimination based on colour.

Norma Gibbs (Talkback, Nov 9) suggests three categories for defining minority groups: Asian, African or West Indian, the term "Black British" to be used "in case of doubt about whether a pupil is of African origin or not".

These classifications are inconceivable to the realities of multicultural Britain. Where would the British-born child of a Nigerian mother and white British father fit in?

This example, and there will be many more as interracial marriage increases, invalidates Ms Gibbs' proposals, unless we are willing to black children as West Indian, or even more inaccurately as "mixed grants".

It is not the children, black or white, who are the subject of the problems in many multicultural schools; it is inflexibility on the part of teachers, and their refusal to adapt to changes in society. Schools need to evolve a world focus, which will embrace and give an identity to every member of the school. They also need to become aware of their own conditioning. At the moment they usually automatically "think white".

They need to develop a multicultural focus for their lesson and their thinking. You cannot teach a class of black and white children as if they are all white, and then be surprised if the reaction causes problems.

A multicultural focus is essential for all schools—whether they are in rural areas or multicultural inner cities. While the school should not be denied the opportunity to consider the contribution made by people from other cultures and traditions.

Employment will bring many of them into contact with a multicultural environment, even if their actual work has been predominantly white. The ability to relate to members of all communities, if not already considered important, will become an asset increasingly valued in prospective applicants for jobs in our multicultural cities.

"There are all the same, we make no difference between them" is a remark made by many well-meaning teachers, who teach as if every child is white. Their books, shelves, pictures and lesson presentations make up a consistent presence of white children, and showing a complete disregard for the development of any meaningful identity for them.

Parents are an untapped resource for developing a multi-cultural focus. New Commonwealth and interracial families have access to newspapers and magazines, which can be ideal for injecting a multi-racial content into collages, wall friezes, etc.

Their reminiscences of fighting alongside brave British comrades in two world wars will provide a refreshing change of perspective for modern history classes. Geography lessons benefit from children being able to taste plantain and bread with the cooperation of parents! The home-school link can be invaluable in building up resources of this kind.

If such a focus is adopted by all schools, every level then all children will feel part of the school community, and know they belong. With this confidence and assurance the black British and children of minority cultural groups will not be seen as "problems", in the way they are at present.

Carol Kayira is a former teacher, and chairwoman of Harmondsworth organization representing multi-racial families in Britain.

EXTRA Approaches to history



Tracing footpaths will often tell you more about the life of the past of an area than the most painstaking book of local history. This view on a stretch of Offa's Dyke footway is from Mael Fannu, looking south.

A place of honour

"Let us make of our subject what it deserves to be" writes Donald F. Harris

This is a plea to history teachers to demonstrate that their subject deserves a place of greater honour in the secondary school curriculum, not merely for its content or its intellectual rigour; that it belongs with the basics to which we are urged to return.

I see and hear much lip-service, but little genuine recognition. I am given my lower-school pupils only twice a week, and in the upper school history is an option—as my school describes it, a subject "below the line".

A writer to *The Listener* (June 19, 1975), denigrating on mixed-ability classes, claimed that pupils socially mixed "stay together as a family" unit for ordinary subjects, but for academic subjects which require very specific intellectual gifts—mathematics—they should be set accordingly... if we are to preserve any sort of standards at all.

That letter—not untypical of much English thinking—suggested that history and the other "ordinary" subjects do not matter much when it comes to developing the thinking mind.

I shall omit here a philosophical justification for history, merely suggesting that no subject can do so much to develop self-knowledge:

answer is often not wholly wrong, nor quite complete, in the manner of answers in some other subjects. Pupils should learn to assess their own efforts, and then correct or supplement them as a result of what they hear of others' responses being presented and evaluated; to encourage this is to encourage a mature responsibility for one's own learning. Above all, history should develop critical faculties, arousing all that is contained in the phrase "reflective thinking". This would include the preparation and consideration of hypotheses, remembering that rational rejection of the real world for most teachers—

Our objectives should be stated quite specifically, certainly avoiding the grandiose generalities and messianic expectations which often precede history course outlines. One might have expected that the changes consequent upon so many points of view, it should encourage rethinking of the syllabus and thus more detailed consideration of specific objectives, but this has not always been the case.

History could do a great deal to encourage careful and purposeful reading, and clear and precise communication in speech and writing. It should greatly extend vocabulary, develop techniques of discussion, and foster skills of interpreting and constructing charts, maps, diagrams and tables of data.

It should encourage pupils to evaluate for themselves the worth of their own responses, for a teacher of history cannot quickly check all their answers, and, in any case, an

To define aims and objectives is a useful discipline, but not enough in itself. Do we really try to achieve in the classroom what we claim for the subject? And if it be that we conscientiously pursue definite objectives, what attempt is

It might be surprising to discover how many fourth-formers find even simple comparison difficult. We take so much for granted, and so fall often to do what we wish to do, and end by blaming only the raw material for the state of the finished product.

A lower school class might consider why the Vikings disappeared in North America: why not make it clear to them that they are being taught to formulate, consider, and select hypotheses? Second or third-formers will probably study the reign of Henry VIII. There is a story; there are significances; there is help towards the understanding of the modern world in the struggle between conscience

Out of the green roads

By Shirley Toulson

History as well as geography can be learnt through the boots. I do not primarily mean by taking long walks to remote castles, earthworks, barrows or rings of standing stones, although all these historic features have an important part to play in "history by walking".

What I have primarily in mind is the history that comes out of the actual path or track, road, lane. After all, one such, Peddar's Way, which runs from the north Norfolk coast in a dead straight line south to Castle Acre, is actually designated as an ancient monument.

Along Peddar's Way now the rabbits are dying of the rotavirus introduced myxomatosis; and the fields in which the eighteenth-century Thomas Coke of Holkham, first introduced the "Norfolk system", which was to have such a far-reaching effect on the development of English agriculture, are now, for the most part, amalgamated into a wide hedgeless pasture.

Yet, despite these changes, the old road, once busy with droves of cattle, sheep and even turkeys going south; the pilgrims to Our Lady of Walsingham coming north; and the traders journeying to and from the ancient town of Shutford, remains the same. To walk it is to be able to imagine more vividly how our ancestors lived.

Peddar's Way is one of the longest, straightest and most distinctive, there are other pack-horse paths, which can be intermittently traced, such as the very pretty one which cuts across the head of the Thames, and runs direct between Henley and Goring gap. At the Henley end it is aptly known as Pack and Trina lane. To take goods over land was cheaper than river transport, but it carried the risk of encounters with highwaymen and brigands.

The men who took the pack horses paths across the Welsh mountains were often in danger from robbers on foot, and the pleasure which one has from these ways today, freed from the fear of that danger, lies in the vividly dramatic landscape. My two favourites are the ones that run inland from Pakenham, east across the Rhings from the Roman Steps at Cwm Rychan and from the head of Cwm Nantcol.

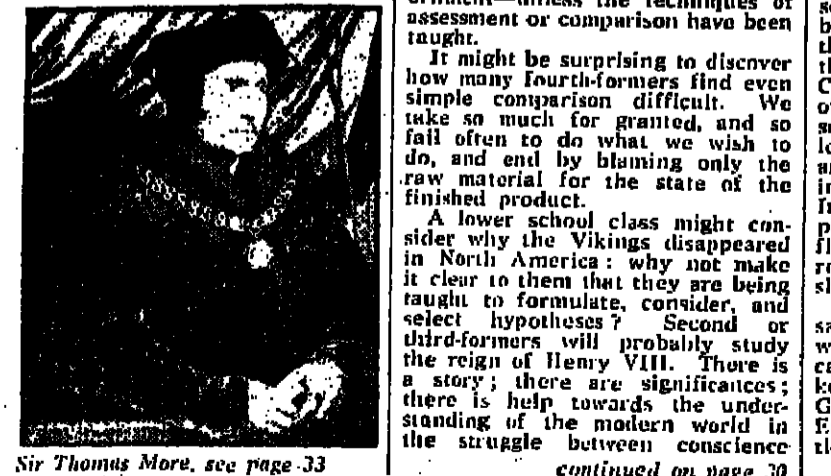
It was in Wales, that I first discovered the fascination of these old ways and their importance to social history. I spent most of the summer of 1976 working out the old castle drove routes; tracing green lanes, frequently flanked by banks of hawthorn, as they ran between the ruins of old inns, and the smithies where the oxen were shod for the journey.

Climate in these islands has not changed drastically since 1000 BC so as you walk you can go right back in thought, and be almost sure that you will be experiencing much the same sort of weather as the Celts, who once inhabited the whole of Britain. You will experience the sort of climate, which the Roman legions endured; which the Saxons and the Vikings probably revelled in; and which the traders, from Iron Age times or earlier, had to put up with as they brought the furs westward along the ridge-way road from Grimes' Graves to Wiltshire.

The summers are certainly the same as the drovers encountered when they brought the little black cattle from Wales to the Kent marshes; or the great belted beasts from Galloway to the grazing lands of East Anglia. For though the cattle trade was busy in the Middle

continued on page 30

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New girl at the Department of the Environment—a profile of Alison Heath 30 • An appraisal of the "new" history 31 • Whatever happened to history teachers' associations? 32 • Temptations of the tape recorder 32 • More and his circle—introducing the National Portrait Gallery's current exhibition 33 • History teaching in the US 34 • The Nonsuch History and Dance Company 34 • "Better than history" 35 • Community spirit—two musical documentaries 36 • Learn before you dig—the work of the Council for British Archaeology 36



Sir Thomas More, see page 33

"Out of the green road"
continued from page 29

down the centuries from that time. This is an area in which quarrying has been going on since the eighteenth and early nineteenth centuries. All the drove paths intersect with the more famous ones, that are clearly connected with the important names and big historical events. Often you can find yourself walking along faint tracks, which were once military thoroughfares, like General Wade's roads in the Highlands.

The Youth Hostels Association (Travellers House, 8, St Stephen's Hill, St Albans, Hertfordshire) now runs a fortnight's walking adventure holiday, which begins with a visit to Culloden Moor, follows several sections of Wade's roads, and which includes climbs and strenuous hill walking on the rugged, rocky crags which Prince Charlie hid along his escape route in 1745/6.

Less remote, but in some places equally beautiful, is the countryside Commission's long-distance footpaths, which for the most part follow the course of Offa's Dyke. The Offa's Dyke Association (Knights, Powys) have produced a folder of history notes linked to the path. They combine a walkers' guide with detailed explanations of the importance of various sections in prehistoric and Roman times, as well as during the vital years of the Saxon invasions and the later medieval battles, when the dyke was an important military zone, as the English tried to subdue the Welsh.

Personally I am more interested in farming than war; and walking is often the only way to appreciate how changing patterns of agriculture have altered the landscape, to appreciate the decline and fall of certain industries, particularly those connected with quarrying and mining; and to trace the scars left by once-flourishing transport networks like canals and railways.

The Daley Centre (Craven Cottage, Grassington, Yorkshire) runs walking weeks which explore the Bronze and Iron Age settlements in the area, as well as looking at the seventeenth century farm buildings and out-buildings, and the marks that indicate how farming has developed

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New girl at the Ministry

A profile of Alison Heath, education officer at the Department of the Environment. By Gillian Thomas

A ruined castle or simply a prehistoric stone in a field. Just how a teacher can make the best use of Britain's 750 historic monuments is the concern of Alison Heath, the new education officer at the Department of the Environment. All of them are her responsibility, except one—the Tower of London—which already has its own education officer.

Understanding, enjoying and caring for our special heritage could be the concern of us all, she says. "Children need to be encouraged to appreciate and protect the past in order to understand the roots of our civilisation."

By presenting children with first-hand experience of history, she believes, they are more likely to retain it than if they are merely told about it in the classroom.

She also sees historic sites as a valuable resource in teaching other subjects. Geography, natural history and conservation can all come to life through a well-planned visit. For this reason she emphasises that school outings to historic sites should be regarded as an extension of what is going on in the classroom—not merely a day out.

Having been a history teacher herself, she knows just what it is like to be on the receiving end—and, in fact, has been quite astonished at how much the department has to offer. She readily admits she was totally unaware of it during her own teaching days.

After graduating at Manchester University in history, she studied for a postgraduate Certificate of Education at Nottingham and then taught at a grammar school. However, she was interested in museum education and so jumped at the opportunity of becoming a student



Mrs Alison Heath

building up an education service from scratch at the Department of the Environment.

One of her first major projects was to organize a seminar for 10 teachers at Fountains Abbey, North Yorkshire, in conjunction with the Heritage Education Unit. Another venture is a short course on "The

educational use of museums, ancient monuments and historic houses". This is being run at the University of York from April 2 to 6 in conjunction with the DES.

Battle Abbey, recently taken over for the nation by the department, is of particular concern to her at the moment. At a symposium there on June 23, teachers and historical advisers looked in detail at the possibilities. Their findings could well have wide implications on how to interpret historical sites in general and castles in particular to the public. A still-film on how to make the best use of a castle visit is now being prepared. It will be released next year.

She goes on: "Where do you begin, with a standing stone in the middle of a field or the ruins of a church? I hope teachers will write to me for background information on any projects they are thinking of doing. I can suggest they can refer to before, send them leaders and material for work cards and information on the sites themselves. And I shall be building up a real and more information pack as it goes along."

Visits to most Department of the Environment sites are free for both teachers and children as long as they are booked in advance. They range from prehistoric stones to palaces like Hampton Court and Osborne House, but ruins predominate.

She emphasizes that teachers should always go to sites themselves if possible. "For a small fee they need to find out all the practical things like whether there are any lavatories at a site—and what all the other facilities are like."

For example, there is a great deal to be learned from a visit to a standing stone, but it could be well included in a wider course on pre-historic sites or one on a site and a building were visited at the same time.

Mrs Heath intends to visit all the sites herself at some stage—a mammoth operation in itself, but one she feels is important if she is to be able to give the best information to build up various departments, sheets for instant reference, department can provide and a bibliography for each site.

She would also like to see more subject leaders educated. For example there is one of Mary Queen of Scots already, the Civil War and history requires or stimulates specific intellectual gifts. The current American jargon which refers to "hard-fact" and "soft-fact" subjects, and which numbers history among the latter, is a pity. The importance of history can be demonstrated, and one wonders why reflective thinking is considered any less socially valuable or intellectually demanding than the manipulation of mathematical symbols.

But this reflective thinking can be developed only by teaching which makes its own rigorous demands. These demands, of course, must be appropriate to the intellectual maturity of the pupils, and therefore fall to see why some form of setting is not as essential in history as in maths or French.

It may be said that this article has merely brought out yet again the same weary platitudes. My embarrassment, however, comes not from the nature of the charges made, but from the fact that this is still a need to make them. History does not enjoy the academic esteem it deserves, and most of the fault is with the teachers.

We have talked vaguely of an exalted mission yet taught mainly for the memorisation of factual content. Let us rescue the subject, show all it can contribute: the skills it can develop, the social and human needs it can fulfil. Let us make the subject what it deserves to be.

After teaching in Ontario for 25 years Donald Harris is now head of history, Meole Brace Modern School, Shrewsbury.

Has the "new" history become the new orthodoxy, accepted as willingly and uncritically as the history it replaced? ask Richard Brown and Christopher Daniels

The "new" history—an essential appraisal

It is ten years since the great debate on the character and structure of history in schools and, indirectly, in higher education began.

The result of this has been the evolution of the so-called "new" history. It has been called a revolution in the teaching of history in schools, an educational triumph in historical understanding. Teachers argue that it has rescued history from a sterile death as an individual discipline, but has it?

Does the revolutionary fervour that marked history in schools in the early 1970s still persist or have the forces of tradition and the lack of enthusiasm proved stronger? Has the "new" history become the new orthodoxy, accepted as willingly and uncritically as the history it replaced?

It seems to us that an appraisal of the new history is long overdue and that it is essential for a synthesis between the old and new approaches to history in schools to be developed.

The new history was developed as a result of the belief, probably justified, given the state of historical studies courses, that the identity of history as a subject in schools was in danger. This attack was part of the much larger educational assault on the older methods of teaching and in particular upon the educational relevance of subjects in the new comprehensive structure.

It was within this educational environment that the new history developed. Its creative energy was consequently of the need to defend the position of the subject as well as any real desire for change among many teachers of that subject. In many ways the manner of its development is an essentially defensive response to a given situation and to one of its major weaknesses. Once this creative

energy had been exhausted the new history became accepted as uncritically as the old methods.

If you ask most history teachers what the new history means they will concentrate on certain clearly defined areas. They may say that it is about skills, the use of documents and archive units, going to the local museum and record office, the use of historical games and the use of local sources and more relevant courses in modern and world history either by examination boards or through the ubiquitous mode 3.

It is very easy to allow oneself to get into the rut of thinking: "Well, I use all or most of these new techniques, so I must be a teacher of the new history." In this way one orthodoxy replaces another.

We are not denying that there have been major benefits from the development of the new history. There is now far more pupil interest and involvement in the subject as the success of the Local History Classroom Project in Suffolk shows. The concentration on skills has led to a more objective and balanced approach to the subject. There has been two Schools Council projects associated directly or indirectly with history. It is highly improbable that history could have survived the changes of comprehensive reorganisation without these elements of the new history.

But there seems to be little doubt that the processes we have examined were part of a surge of creative energy on history which no longer exists. Schools and colleges now use overhead projector transparencies as they once used "chalk and talk" and emphasize empathetic responses where they once concentrated on "facts". If the new history is not to become as sterile and stereotyped as the old then we believe certain important developments must occur.

The most important development must be the resolution of the problem of skills and content which respectively seem to epitomize the new and old approaches to the subject. Some form of synthesis is essential. We have argued elsewhere for the consideration of a microcosmic-macrocosmic approach to history in schools. The microcosmic would be the use of local documents and the skills and techniques so essential to the historian should be used in relation to the macrocosmic study of larger units (national-international history).

In this way local history can highlight problems dealt with generally at national-international level whereas the latter provides a matrix into which local history fits. There is a vital symbiotic relationship between local and national-international history which has been largely ignored by school teachers. It allows the pupil to examine the validity of the generalised statements of the historian in relation to the local environment. In this way a synthesis between skills and content may be achieved. It allows effective skills to be developed more than occurs at present, while not reducing the expansion of cognitive skills.

We believe that this is what the new history ought to be achieving. It allows the pupil to understand the reality of history as far as his abilities will allow. It may not be mature history, though it is to be hoped that this will ultimately develop in the pupil. It permits the teacher to examine his subject in a total sense, as a fragmented discipline—and so increase the awareness within his pupils.

The history teacher has not really examined the implications of the Bullcock Report for his subject. The historian uses a complex

language in which the concept is of major importance. Terms like "laissez faire" and the "state" may be readily understandable to the teacher but they form major barriers to understanding for the pupil. History is a subject which is of interest and value to the whole ability range. This necessitates the development, via in-service training, of the remedial and linguistic skills which make teaching the whole ability range practical. The aphorism that "every teacher is an English teacher" applies to all subjects but much more so to history which uses language, orally or in written form, all the time.

The Schools Council has examined the place of history in schools from 8 to 16 years. It is essential that this process be extended to the sixth form and beyond. This process might be aided by the involvement of universities and colleges of further education in the debate on history. Few university lecturers actually go into schools to discuss history with teachers and yet they are highly critical of the students they actually get from schools.

This lack of involvement is not confined to higher education. How many teachers of history are sufficiently involved in their subject? The decline in local history groups and courses for history teachers needs to be arrested now. It comes as no surprise to us that teacher in-service training courses in history are neglected. For example, there is only one person doing the Exeter MAEd in teaching history this year. Have some of the developments of the past ten years outrun the abilities of many teachers? It seems that the creative spark of the new history has not been sufficiently kindled.

History may be seen as one of the major synoptic disciplines. It embraces a wide range of subjects and gains in clarity by utilising the skills and ideas of other disciplines while still retaining its unity and uniqueness as a subject. This needs to be extended—eg, how it is possible to examine eighteenth-century politics without some understanding of the sociology of elites? Or the "industrial revolution" without some understanding of the processes of economic growth?

Finally, we see the need for further research into the teaching of history. Three areas need concentration upon in the next five years: the uses of documentary materials and the problems inherent in this; the uses of history for the non-academic and remedial; and some consideration of history across the whole five to 16 age spectrum. These areas, we feel, would be of particular relevance to the teacher.

The past 10 years have seen pupils "doing history" for the first time. They are asking questions—when, how, why, how do we know?—which were rarely asked before. Yet in many schools history is still feeding information to passive or disruptive pupils. We do not see the new history as the current orthodoxy but as a development that contains much creativity which has not yet been tapped. It is vital that this occurs. If it does not then in 10 years' time the question of "history in danger" will be raised again.

We have mentioned some ways in which we see this creativity being developed. The danger is that they will not be acted upon and that the decade of Collingham and Fluey will also be the decade when history ceased to be a relevant and valued subject in the school curriculum.

Richard Brown teaches history at the Houghton Regis Upper School, Dunstable, and Christopher Daniels at the Royal Latin School, Buckingham.

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Whatever happened to history teachers' associations?

By Terence Gwynne

In May, 1969, the first volume of *Teaching History* was able to list 23 local associations of history teachers. Although some of these had been in existence for a long time many were relatively new creations which, like the new journal itself, reflected an increasing concern with the state of history teaching and its relationship with other disciplines.

There had been much talk of "history in danger", and, indeed, the very existence of the subject as an accepted part of the school curriculum was being threatened. It was clear that something needed to be done and in the words of the then president of the Historical Association "the new periodical had been sponsored in the hope that it would encourage teachers of history to be adventurous in devising new ways of teaching the exciting possibilities of the subject."

It was in such a spirit that local associations of history teachers sprang up all over the country. By November, 1972, *Teaching History* could list 44 such associations. History may well have been in danger, but its supporters were not about to leave it undefended. The range of activities undertaken by such associations as reported in successive issues of *Teaching History* was impressive; almost every conceivable concern to the history teacher seemed to be covered in one form or another.

From 1973, however, the editor had to make appeals for news from local associations and the list grew longer each time. When in 1976 the publication of details of local associations ceased in the new *History Teachers' Yearbook* only 15 associations were listed. Thus the decline of the movement seems to have been just as rapid as its rise. There are, of course, exceptions and many continue to flourish.

Since secretaries from time to time received inquiries from researchers who had taken the growth of such associations as a topic for research it is possible that

a comprehensive account of the movement will one day appear. In the meantime, however, a number of questions deserve at least some preliminary consideration.

Have the possibilities been exhausted? The range of activities already covered makes it increasingly difficult to plan fresh programmes. In other words, the associations have become the victims of their own initial success.

This can be made worse by competing demands upon the potential audience: the division between activities appropriate for the Historical Association and those appropriate for associations of teachers is blurred at best. It may be that this is as it should be and many would reject the notion that such a division should exist. But like it or not the relationship between "academic" and "professional" studies in history does create tension. Teachers for the most part want something which is clearly and immediately relevant to the classroom and this poses another question.

Have associations lost the confidence of teachers who in the end saw little relevance in their activities? There is, for example, a limit to the interest which can be displayed in the problems of mixed-ability teaching, but the association which can provide a speaker with the answers will no doubt get a full house.

Have the fairly large general associations found it necessary to redefine their role? Many seem to have been compressed into small working groups for specific and precisely limited activities. To this extent much of the initial impetus is being maintained.

Yet, the experience of the Cambridge History Teaching Today Group has been that members have always responded better to meetings addressed by speakers. Such is the dilemma facing the committee in planning an appropriate programme.

In any event, there are considerable problems facing those seeking

an attractive programme, many be that associations have to try, if necessary, to attempt to do so, widely in both primary and secondary schools and in between.

One might also ask whether there has been a failure to attract very large numbers of teachers. The part of all sorts of generalists who have had no formal training in history and who are frequently loath to describe themselves as history teachers?

There is also the question of what extent the current emphasis on innovation, and many new methods and techniques, often prove more expensive, time and energy as well as Teachers must ultimately be successful in new methods if they are to be adopted in their own institutions.

The situation is, no doubt, complex and simple answers should be sought. This has been a speculative wander over some possibilities, but in the end must return to the key question.

Assuming that there was a return to history and its supporters felt it necessary to take up arms in its defence, we now need to consider whether the battle has been a success. Has the rapidly declining number of local associations not a victory which allows the rest to take a well-earned rest at the end of the Civil War the year Sir Jacob Ashley told his captain "You have now done your work and may go home, unless you fall out amongst yourselves."

Local associations of history teachers, like the "cavalry" of the 17th century, were apparently born to die. The ultimate question is: can they survive better times?

Terence Gwynne is the secretary of the North East History Teaching Association and a lecturer in a division of teaching studies at the Centre upon York Polytechnic.

The temptations of the tape recorder

By Sally Festing



Ronald Blythe turned oral evidence into classic literature, and Tolkien, acknowledged master of American vox pop, has sifted and refined it into remarkably candid portraits of working people.

George Swain Evans uses it to impart a mass of information about the immediate rural past while Melvyn Bragg, in *Speak for England*, relates culture and ideology to social climate and helps us understand the part individuals play in the wider context of history. More recently Maurice Pugh made use of oral material to support and clarify his research into the aims and effects of Dartington school. So the last decade has seen a sudden interest in the possibilities of

the recorder and produced a handful of fine books based on its use to offset a number that somehow do not quite seem to come off. There is no doubt it is here to stay, though perhaps it should be a warning sign that is wide open to abuse, for using taped material certainly is not easy.

On the contrary, the whole procedure, recording, collecting and editing, needs careful attention if the results to be both relevant and readable. It is far less predictable than writing a book and carries far greater responsibilities. After all, the project is a collaboration between interviewer and interviewee.

Anyone who thinks a portable recorder takes the sweat of authorship, that you can just go into a few neighbours to fill up a cassette, with chat, type it out and print it off as an article, is kidding himself. The result would be about as banal as that usually is. Yet the temptations are obvious.

Perhaps a golden rule might be never to report in a recorder for special reasons. It is the best of the only way of collecting the material. In fact, it is the best of the only way of collecting the material. In fact, it is the best of the only way of collecting the material.

For the pupil, on the other hand, almost everything will be new and facts thrust at the unprepared mind. The value of the recorder is where they are not supposed to be. Integrated body of knowledge. The pupil pick up the finer nuances of what he hears or, for instance, distinguishes between money and truth, realising that special validity.

There is, of course, value in the formation which may be formed. It is not, however, a simple matter. It is not, however, a simple matter. It is not, however, a simple matter.

"It is 500 years since More's birth and an interesting moment to celebrate all he stood for", writes Sheila Sinclair introducing the National Portrait Gallery's current exhibition "The King's good servant--Sir Thomas More 1477-1535"

More and his circle



Sir Thomas More, his father, his household and his descendants (detail). By Rowland Lockey (1533). Coll. National Portrait Gallery.

"What", wrote Erasmus to Fisher, "has nature ever created more sweet, more endearing, more happy than the genius of Thomas More?" In the same letter, he went on to praise in other mutual friends. When he heard Colet speak, he seemed "to be listening to Plato himself". Lincoc's judgment he described as "acute, profound and delicate". And of Greyn he said: "Who does not marvel at such perfection of learning?"

The art of friendship is only one aspect of the story of More and his circle. It is an almost universal story, with something to interest everybody. Within it, you can discern the steps in the establishment of a tradition of education. You can observe how the Englishman, then as now, puts his trust in common law, while yet receiving the humanist interpretation of the Platonic theme. You can see how a spirit of life can encompass a family for so much about More's life is relevant to our times. He was a perfect gentleman.

Is that a deliberate non-sequitur? The art of being a gentleman seems to be a temporarily lost art. There are aspects of More's life which are not much understood these days: the hair-shirt, the humour that shocks in Utopia, the year's silence about the royal supremacy. These were all aspects of his being "a perfect gentleman", if the old definition holds. It used to be said that the gentleman is one who understands and practises equality, as that which makes a man equal to anything.

More was equal to most of the challenges of life, from dealing with small children to coping with a headstrong monarch, from keeping friends to stomping enemies, from personal enemies, but enemies of principle and laws as he understood them. Much of the argument about his later years might be resolved if we were clearer about the king he served. Perhaps a lingering national desire to identify with the Tudor period, the last period of all-round greatness in English history, clashes with the suspicion that Henry VIII might not be the perfect factor of English attitudes at that time: not in the way that Elizabeth I was. Yet the same might be said of More. If he stood for his age, it was clearly in the age of transition, for he stood firmly in the Medieval tradition of authority while, yet everything from the friends, social

virtually leading the movement which was to develop as the English Renaissance. The exhibition celebrates all controversy. Its subject, Sir Thomas More; and the part of the display dealing with his posthumous reputation does not extend to recent argument. The catalogue commends R. W. Clumber's 40-year-old *Life of More* as still the standard work on More; and there, of course, More is presented very much as a European figure.

The loans from abroad testify to this. From Nuremberg, comes the Dürer engraving of Pircchaimet. From Louvain, the doctoral diploma of Busleyden, who endowed the college there for the study of Latin, Greek and Hebrew. Laganos sends Holbein's only surviving painting of Henry VIII; Munich offers More's 1523 reply to Luther; Valencia sends the unfinished discourse, *de Tristitia Christi*, written in the Tower.

From nearer home are old favourites like Terrigiano's terracotta of Henry VII from the Victoria and Albert, and Colet's statues for the first high master of St Paul's. Four versions of *Utopia* show that it was translated into German in 1524, nearly three decades before an English edition appeared.

Younger visitors will be especially taken with the drama of the display; but it must be admitted that some richness is veiled by the dimly lit, and by more formal exhibits. A substantial programme of school parties has been arranged. Programme A for sixth forms will include an introductory slide lecture. Programme B for those below sixth forms will include a film called *A Matter of Conscience*.

School parties, for whom application is made in advance, will be charged at the rate of 10p a head, with no extra charge for the education programme. Applications should be sent to the Education Department of the National Portrait Gallery, St Martin's Place, London WC2R 2ES. For visitors in general, there will be other events during the day or on the evening. Professor Tappin of the Warburg Institute and Professor Herwiggen, of Düsseldorf, the selectors of the exhibits and editors of the catalogue, will both be giving lectures, as also will be Professors J. J. Scarisbrick, G. R. Elton and Louis Martz.



John More only son of Sir Thomas More. Portrait by Hans Holbein the Younger. From Her Majesty the Queen's collection.

Some of More's prose and poetry will be read by Mrs Marie Ney and Mr Robert Edmond, and there will be three showings of the film, *A Man for All Seasons*. No extra charge is made for these events, but for some, tickets must be obtained in advance.

The exhibition will be on from November 25 until March 12, 1978, open from 10 to 5 on weekdays, 10 to 6 on Saturday, and 2 to 6 on Sundays. The general admission charge is 40p, with a rate of 20p for children not in school parties, for students and for old-age pensioners. The distinguished catalogue, which provides an objective and illustrated summary of the period, and there will be other trophies to fit the more slender purses of children, including a very nice short *Sir Thomas More* by Mrs Angela Cox, the education officer of the gallery.

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Community spirit

At Stantonbury Campus two musical documentary plays have brought national and local history vividly to life. By Roy Nevitt

Two recent projects at Stantonbury Campus illustrate attempts to integrate drama within the curriculum to give substance to our ideal of being a community school, and to continue the values of drama in education with the excitement and motivation of drama in theatre. I refer to *The Burton School* and *All Change*. Both involved periods of extensive research, improvisation, experiment, writing, and rehearsal and both culminated as scripted musical documentary plays in performance.

For *Burston* we had the advantage of Bert Edwards's book, *The Burton School Strike*, published by Lawrence and Wishart. Mr and Mrs Tom Higdon, teachers in Norfolk, were sacked from their posts in the village of Wool Dalling, not for incompetence or moral laxity, on the contrary, they had related poor educational attainment to social deprivation and, therefore, had agitated to the point that agricultural labourers won a majority on the parish council.

Transferred to Burston, the same thing happened there. Tom organized branches of the Agricultural Workers Union, encouraged villagers to win a majority on the parish council, incurred the wrath of the church and the vicar, and was sent, again, in 1913, to the workhouse. This time, the children were in- sulted in their support, the whole village joined the 'fight for freedom and justice'. Burston became the cause célèbre of the Christian-Socialist movement, and a strike school was built which lasted till the death of Tom Higdon in 1939.

The story became the focus for our foundation year's Shared Time (Integrated Studies) work on the business of the substance of their drama lessons; and the material we tackled in our drama workshops with adults. We struggled to find out all the facts; we improvised and role-played till we understood the nature of the conflicts; we experimented with theatre technique till we found ways of communicating effectively our discoveries; and finally we had a play.

We had visited Burston and

talked to the original strikers and, in turn, they made the journey to the school. There were marvellous scenes, the procession from the village singing *The Red Flag*, the girl, Violet Potter walking up to the blackboard and writing: WE ARE GOING ON STRIKE TOMORROW; and marvellous parts for adults, with meetings on the village green (one was addressed by Silvia Pankhurst), the winning of a majority on the parish council (termed, by newspapers of the day, 'The Burston Rebellion'), and the eviction of the Higdons from the schoolhouse.

The unforgettable moment was when, at the opening of the Strike School, Violet Turner (née Potter), now aged 74, walked on stage at the matinee and delivered the same, almost verbatim, speech, as in the play, at the time which fused the past and the present, an old Norfolk village and the new city of Milton Keynes, the school and the community, drama and life.

All Change, our next documentary, was local. We did all the research ourselves. Inspired and advised by Peter Chesman, Evan MacColl and Peggy Seeger, we imposed on ourselves severe disciplines: the dramatic intonation of the play would be 95 per cent pronounced, there would be no music, where not found within the historical event, would be composed with traditional folk song as the model.

Our researchers took us to banks, magazines, and to county archives, the British Transport Records Office, the Radlett Library and the House of Lords Records Office; we discovered a remarkable crop of local historians; we interviewed, typed and transcribed the life stories of dozens of local people; we made extensive use of the public library service and inspected every square inch of our subject, the railway town of Wolverton, dominated for 100 years by the Railway Works, and now being engulfed by the new city of Milton Keynes. Eventually we settled on 1830.



Mr Punch visits Wolverton Station refreshment room. From the Stantonbury Campus production "All Change".

1832, the coming of the railways, the building of the new town of Wolverton. This period reflects, in many ways, the current situation, where a new city has come to trans- form the existing communities.

Once again, schoolchildren, teachers and neighbours in the community shared the process from start to finish. The project lived within the curriculum, within the drama lessons and within the work of adults in the Stantonbury Campus Drama Group. Five-year-old infants were on the stage to perform the little spectacle put on by the infants school for Queen Victoria on her visit to Wolverton; children in the story, including a lively curial procession; older pupils played farawayers, navies, riflemen, stationmen, railway police- men; and adults (teachers and neighbours) played the engineers on the loco, the dukes and the engine drivers, shopkeepers, constables, passengers, lawyers, share- holders, merchants, farmers and local brass band, and we found we had, for the songs and music, some ex- ceptional local talent.

Implicit in the primary source material we collected, we found some very interesting local history. A letter from Robert Stephenson, chief engineer of the London and Birmingham Railway, begins the weather in the Wolverton area a past endurance. I am hereby laid

up at the Cuck Inn, *Stantonbury*. In a local documentary, history is localized, humanized, brought home to schoolchildren, old or young, whether they are performing, or in the audience, there is a wealth of detail to be found in our own backyard.

Mr Punch in the refreshment room scene, one of our sources had the personnel who worked there including a housemaid, a kitchen maid, four men and three boys, and a station man, seven very young boys and a station man, were all from the parish. So the characters were real.

The first produced a dramatic work which, in turn, inspired some choreographed movement. The whole scene was provided by the children, in an 1845 edition of *Punch*, and recorded in a visit by Mr Punch to Wolverton Refreshment Room. We incorporated an *alibi* description of how he has been in London and eventually had to be in London some exceedingly long ago.

Anyone interested in *Burston* must approach to drama. *Burston* and *All Change* should contact Roy Nevitt, director of drama, Stantonbury Campus. The text of *All Change* has been published in *People's Press* and an LP has been produced. Records which can be made available.

Let's A workshop on primary school archaeology, and a seminar on archaeology in adult education were both successful. A two-day conference on 'Archaeology for Schools' at Reading University on January 7-8 is open to teachers and others who apply to the Council for British Archaeology and will include expert speakers on experimental archaeology, field walking, site visits, teaching methods, and exams.

The Council's insistence on professional standards in all archaeological work has led to the inclusion of its Diploma in Archaeology. The seven required subjects are: general archaeology, artefacts and excavation techniques, archaeological evidence, excavation and recording, field work, and the structure and administration of archaeology.

Practical work is particularly valuable in the schools. Field-walking involves going over every square metre of an area in search of signs of the past. Experimental excavation gives children experience of activities like chipping, flint, grinding, carb, building, but and prehistoric working. In the junior and middle school, hut and ploughs can be constructed, staves made (and used), and wood dyed and woven.

The junior school teacher introduced contemporary techniques and avoided the risk of damage to an ancient site by excavating a 'box' site which he, but not the children, knew was there. And Mike Corbishley, who has been a level teacher for 11 to 14 is planning to launch advanced committees to link school and university, teach with museums and field work.

Already some one being school archaeology and a book on school archaeology has been prepared, and a series of books for children from 11 to 14 is planned. Three local education authorities have launched advanced committees to link school and university, teach with museums and field work.

Classified Advertisements

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Appointments wanted

Nursery Education	Primary Education	Headships	Deputy Headships Senior Masters/Mistresses
Redfordshire	Headship	Headship	Headship
Northern	Headship	Headship	Headship
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Learn before you dig

Adeline Hartcup on the work of the Council for British Archaeology

The primary material of the subject is the physical remains of the human environment, from destruction or damage by unskilled investigators. Enthusiastic amateurs rush in where experts fear to tread. The Council was founded in 1944 to represent archaeological opinion at a time when there was an urgent need to record what had been reared by wartime bombing as well as what would appear during subsequent clearance and reconstruction. Launched on the initiative of the Society of Antiquaries, it grew out of the Society's archaeological and advisory work in the preservation of antiquities and the protection of historic buildings.

Educational research is an important part of the job. Mr H. F. Cleere, director of the Council, sees school archaeology as a general cultural background subject, and not as the first step in a vocational training. A recent welcome in the British Academy has made it possible to appoint an education officer, and to press on with work for the schools. Mike Corbishley has done 10 years teaching himself, and his experience and enthusiasm is the key.

with history or classics—surprisingly, seldom with geography or the sciences. Teaching aids and visits to sites and museums were valued, and more classroom resources would be welcomed on local sites, field archaeology, techniques and dating methods. Some schools achieved expeditions in many parts of the country, and even abroad. The Schools Museum Service was widely used, and 20 schools had a specific library allocation for the subject. Twelve organized their own excavations, and six of these without professional guidance. Archaeological surveying and recording had been attempted by only eight schools, and experimental work by only two.

Only one teacher in a question- naire school had an honours degree or certificate, several had studied it as part of degree or teacher training courses, and most had no academic archaeological training at all. Many attended evening courses, and had been on excavations, but few had a third had surveyed or come training courses. Already some one being school archaeology and a book on school archaeology has been prepared, and a series of books for children from 11 to 14 is planned. Three local education authorities have launched advanced committees to link school and university, teach with museums and field work.

Ilea
Inner London Education Authority

For teaching posts in Inner London

See page 44

ENGLISH CANALS

A 110 page history of the canals in the north, south, and east of England. Includes maps, plans, and a glossary. Price 30p.

Wholesalers: Selecta (London/Manchester), 125 Lee High Road, Lewisham SE13. Wholesale: Selecta (London/Manchester), 125 Lee High Road, Lewisham SE13. TETENHALL, WOLVERHAMPTON WV5 9RE

DECISIONS IN HISTORY LEARNING PROCESS

A series of 10 audio cassettes. Topics include: Battle of Tewkesbury, Battle of Tewkesbury, Battle of Tewkesbury, etc. Price 15p.

NURSERY WORKER

We are looking for a male or female to complete our team of five working with 24 2-5 year olds in Batham. Our nursery is strongly committed to the local community and to the improvement of educational standards in day care provision. This project is one of a number run by a large community relations council in Wandsworth.

We are looking for someone with the enthusiasm to work with us and contribute new ideas. Relevant qualifications and/or experience are essential. Salary scale from £2,631-£3,024, plus 2nd supplement of 5%.

Application forms by December 10 from: **Rydevale Community Nursery, 33 Little Dimmocks, Batham, London, S.W.18**

WOLVERHAMPTON BOROUGH COUNCIL EDUCATION COMMITTEE

Deputy Headships Senior Masters/Mistresses

BUCKINGHAMSHIRE EDUCATION COMMITTEE

POWYS COUNTY COUNCIL EDUCATION DEPARTMENT

CAMBRIDGESHIRE Cambridge Area

LEICESTERSHIRE

ROTHESHAM

LEICESTERSHIRE

LEICESTERSHIRE

SUTTON

STAFFORDSHIRE EDUCATION COMMITTEE

WESSEX County Council GLAMORGAN

Headships PARKLAND JUNIOR, SKETTY PARK, SWANSEA

Primary Schools ADJUSTMENT CLASS

Junior ST THERESA'S RC PRIMARY, SOUTHDOWN ROAD, PORT TALBOT

Infants BLAENYMAS INFANTS, BROUGHTON AVENUE, SWANSEA

Nursery GROES PRIMARY, BERTHA ROAD, MARGAM, PORT TALBOT

HEADSHIPS Cbble Point and Rochford Area

HEADSHIPS WINTER GARDENS COUNTY JUNIOR SCHOOL

CAMBRIDGESHIRE HUNTINGDON AREA

HAMPSHIRE

HERTFORDSHIRE

HOUNSLOW

KENT

KIRKLEES

KIRKLEES

KIRKLEES

KIRKLEES

KIRKLEES

KIRKLEES

Headship of this school (Group 2)

Headteacher of RODING INFANTS' SCHOOL

Headship of this school (Group 2 and above)

Headship of this school (Scale 1 Posts)

Headship of this school (Scale 1 Posts)

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Redbridge London Borough

ST CUTHBERT WITH ST MATTHIAS CE (JM & I) SCHOOL

County of Cleveland PRIMARY SCHOOL

HEADSHIPS GROUP 5

CAMBRIDGESHIRE Peterborough Area

HEADSHIPS GROUP 5

Essex County Council

MILTON KEYNES DIVISION

HEADSHIPS GROUP 5

HEADSHIPS GROUP 5

COLLEGES OF FURTHER EDUCATION continued
LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF FURNITURE
DEPARTMENT OF DESIGN AND FOUNDATION STUDIES

LOTHIAN REGIONAL COUNCIL
VALLEY COLLEGE
LECTURER (A) IN ENGINEERING
To teach courses leading to the award of a diploma in Engineering.

LOTHIAN REGIONAL COUNCIL
NORTH BRIDGE COLLEGE OF TECHNOLOGY
LECTURER (A) IN ENGINEERING
To teach courses leading to the award of a diploma in Engineering.

SUSSEX
STUDY CENTRE
Department of Science and Technology
Working from September 20th.

Universities
EXETER
THE UNIVERSITY
LANGUAGE CENTRE
Temporary TUTORSHIP in English.

Colleges of Higher Education
Directors and Principals
HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
MANROB CHILDREN'S ACTIVITIES CENTRE

YOUTH AND COMMUNITY SERVICE
HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
MANROB CHILDREN'S ACTIVITIES CENTRE

WESTHILL COLLEGE
SELBY OAK, BIRMINGHAM B29 6LL
Principal: Alan G. Bamford, M.Ed., F.R.S.A.
Lecturer in Education

CHELMERSHIRE
DACCOMB YOUTH AND COMMUNITY WORKERS
Applications are invited from qualified and experienced persons for the post of YOUTH AND COMMUNITY WORKER.

HERTFORDSHIRE
DACCOMB YOUTH AND COMMUNITY WORKERS
Applications are invited from qualified and experienced persons for the post of YOUTH AND COMMUNITY WORKER.

HILLINGDON
THAMES VALLEY YOUTH AND COMMUNITY WORKERS
Applications are invited from qualified and experienced persons for the post of YOUTH AND COMMUNITY WORKER.

KENT
COUNTY COUNCIL
MEDWAY DISTRICT
ROBERTSON WALKER WOODS
Applications are invited from qualified and experienced persons for the post of YOUTH AND COMMUNITY WORKER.

LONDON
INNER LONDON EDUCATION
WOOLWICH COLLEGE
LECTURER I IN PHYSICS
To teach courses leading to the award of a diploma in Engineering.

LOTHIAN REGIONAL COUNCIL
VALLEY COLLEGE
LECTURER (A) IN INDUSTRIAL DESIGN
To teach courses leading to the award of a diploma in Engineering.

LOTHIAN REGIONAL COUNCIL
NORTH BRIDGE COLLEGE OF TECHNOLOGY
LECTURER (A) IN BUSINESS
To teach courses leading to the award of a diploma in Engineering.

SUSSEX
STUDY CENTRE
Department of Science and Technology
Working from September 20th.

Universities
EXETER
THE UNIVERSITY
INSTRUCTOR IN SCIENCE SUBJECTS FOR EDUCATION COURSE FOR OVERSEAS STUDENTS

Colleges and Departments of Art
HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
MANROB CHILDREN'S ACTIVITIES CENTRE

YOUTH AND COMMUNITY SERVICE
HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
MANROB CHILDREN'S ACTIVITIES CENTRE

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KENT
COUNTY COUNCIL
MEDWAY DISTRICT
ROBERTSON WALKER WOODS
Applications are invited from qualified and experienced persons for the post of YOUTH AND COMMUNITY WORKER.

LIVERPOOL EDUCATION COMMITTEE
Applications are invited for the following posts required as soon as possible unless otherwise stated. Further details and application forms may be obtained from the Principal of the College to whom they should be returned unless otherwise stated.

MABEL FLETCHER TECHNICAL COLLEGE
Sandown Road, Liverpool L16 4JB
VICE PRINCIPAL GROUP V (under review)
Senior Lecturer: Clothing and Creative Studies
Lecturer II in English Literature/Communications
Lecturer I in Home Economics

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool L19 3QR
DEPUTY HEAD OF DEPARTMENT OF BUILDING
Candidates should be professionally qualified and have had substantial experience in industry and further education.

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION
Childwall Abbey Road, Liverpool L16 0JP
LECTURER I in GEOGRAPHY
Required for January, 1978. To teach to 'O' and 'A' level students.

Liverpool
Applications are invited for the following posts required as soon as possible unless otherwise stated. Further details and application forms may be obtained from the Principal of the College to whom they should be returned unless otherwise stated.

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of LECTURER (A) IN ENGINEERING.
Candidates should possess appropriate qualifications and preferably be members of the Institution of Mechanical Engineers.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
Applications are invited for the post of LECTURER (A) IN BUSINESS.
Candidates should possess appropriate qualifications and preferably be members of the Institution of Management Sciences.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
Applications are invited for the post of LECTURER (A) IN BUSINESS.
Candidates should possess appropriate qualifications and preferably be members of the Institution of Management Sciences.

BRISTOL
THE UNIVERSITY
Applications are invited for the post of LECTURER (A) IN BUSINESS.
Candidates should possess appropriate qualifications and preferably be members of the Institution of Management Sciences.

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THE UNIVERSITY
Applications are invited for the post of LECTURER (A) IN BUSINESS.
Candidates should possess appropriate qualifications and preferably be members of the Institution of Management Sciences.

LEEDS
THE POLYTECHNIC
Applications are invited for the post of LECTURER (A) IN EDUCATIONAL PSYCHOLOGY.
Candidates should possess appropriate qualifications and preferably be members of the British Psychological Society.

LONDON, N.W.5
THE POLYTECHNIC
Applications are invited for the post of LECTURER (A) IN EDUCATIONAL PSYCHOLOGY.
Candidates should possess appropriate qualifications and preferably be members of the British Psychological Society.

MANCHESTER
THE POLYTECHNIC
Applications are invited for the post of LECTURER (A) IN EDUCATIONAL PSYCHOLOGY.
Candidates should possess appropriate qualifications and preferably be members of the British Psychological Society.

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Candidates should possess appropriate qualifications and preferably be members of the British Psychological Society.

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THE POLYTECHNIC
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Candidates should possess appropriate qualifications and preferably be members of the British Psychological Society.

SURREY COUNTY COUNCIL
Remedial Teacher
(Community Home, Chelmsford)
Salary: Scale II plus allowances totalling £1,443.

Essex Home is a Community Home with education on the premises. The 24 boys aged between 13 and 16, are in the care of local authorities because they are in need of a great deal of adult support in small group situations to enable them to come to terms with their problems.

Essex County Council
Remedial Teacher
(Community Home, Chelmsford)
Salary: Scale II plus allowances totalling £1,443.

Lancashire County Council
EDUCATIONAL SERVICES
H.M. PRISON, WYMOTT (Near Leyland and Preston)
EDUCATION OFFICER - HEAD OF DEPARTMENT I

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EDUCATIONAL SERVICES
H.M. PRISON, WYMOTT (Near Leyland and Preston)
EDUCATION OFFICER - HEAD OF DEPARTMENT I

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DIocese of Southwark
DIRECTOR OF TRAINING

Applications are sought for the new post of Diocesan Director of Training. This appointment aims to coordinate the education and training of priests, according to lay ministry, and lay. The person appointed will be required to evaluate training needs and facilities available in the diocese, to initiate new training, and to organise courses at diocesan, deanery and parish levels. He/she will be responsible to the Bishop's Advisory Board for Training, and will act as vice-chairman of this Board.

The person appointed could be ordained or lay. A theological qualification and practical experience of training adults is essential. He/she should already be conspicuous as a communicator of the Gospel and must be able to integrate theology with concern for and understanding of society. He/she should be able to relate to the various forms of churchmanship and theological emphases in the diocese.

Salary (pensionable): if clerical, equivalent to residential Canon with housing provision; if lay, on scale £8,887-£9,887. Appointment will be for five years in first instance, renewable by mutual agreement for two years and thereafter annually.

Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

County of Cleveland
Peripatetic Teacher of Instrumental Music (Woodwind)
SCALE 2 POST

for fully qualified and experienced teacher. (Special Instructor's Scale for other experienced musicians). Required from January, 1978, or as soon as possible. Peripatetic teacher of Woodwind for the South Tees area of the County including Middlesbrough. The teacher would join an established team teaching individual pupils and small groups in schools and assist with the development of instrumental work generally. There are 26 central schools and youth orchestras and bands in Cleveland County. Car allowance available.

Financial assistance with household removal expenses is available in approved cases.

Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 9BN, not later than 10th September, 1977.

NORTH-EASTERN EDUCATION AND LIBRARY BOARD
HEADQUARTERS
SPECIALIST ASSISTANT TO MUSIC ADVISER

Salary scale £2,258-£3,011 per annum plus cost of living supplements. The person appointed will be required to teach the Violin on a peripatetic basis.

Applicants should be capable of teaching to Diploma standard. A knowledge and ability to teach the Viola desirable. It is desirable that applicants should have teaching qualifications with experience in Schools. Professional instrumentalists with teaching experience may also be considered. Facilities will be available to take part in Ensemble and performance.

Extra payment will be made for additional work. Normal N.E.C. car and subsistence rates will be payable for approved travel on duty. The post is open to both men and women.

Application form may be obtained, on receipt of a stamped addressed envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182 Gallop Road, Billingham, W4 5JH. Applications should be returned not later than FRIDAY, 29th SEPTEMBER, 1977.

Conversing in any form will disqualify.

HARRAP BOOKS
 require a
European Studies Editor

to initiate or create new projects and to support existing materials.

Experience required:
 Relevant teaching, knowledge of French and at least one other European language and wide travel experience, creation of own materials, desirable, editing useful.

Basic minimum salary £3,600, with additions for qualifications and experience. Write with full C.V. to Mrs. N. M. McDermott, Harrap Books, 182, High Holborn, London WC1V 7AX.

MISCELLANEOUS
Appointments continued

POWYS COUNTY EDUCATION DEPARTMENT
MUSIC TEACHER (WINDS)
 Required for January 1, 1978.
 For further particulars see advertisement in this Supplement, 2.9.77, page 10.

PERIPATETIC CHILLO TEACHER
 Scale 1 post. (1st). 1143 7 7.

Application forms and further particulars for the post of Peripatetic Chillo Teacher should be sent to the Personnel Officer, Education Department, 1003 County Hall, Llanidloes, Powys, Powys, Powys.

WARWICKSHIRE COUNTY READING ADVISORY SERVICE
APPOINTMENT OF HEAD OF SERVICE

Applications are invited from suitably qualified and experienced teachers for the post of HEAD of the County Service. The post is full-time, 37 1/2 hours per week, with a salary of £10,778 per annum. The successful candidate will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

English as a Foreign Language

CENTRAL LONDON
 27 qualified and experienced teachers for English as a Foreign Language. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

ACADEMY INTERNATIONAL
 27 qualified and experienced teachers for English as a Foreign Language. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

ENGLISH AS A FOREIGN LANGUAGE

27 qualified and experienced teachers for English as a Foreign Language. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

Interested in computers?
Lecture on Computer Servicing

We are looking for Lecturers to teach the practicalities of computer servicing. You will be based at our Engineering Training Centre in Letchworth, Herts - the largest of its kind in Europe. Here you will be given a comprehensive grounding in computer technology in general and I.C.L. equipment in particular.

You will be thoroughly prepared to train engineers to the point where they will be capable of maintaining computers at the optimum operational specification.

Ideally you will have an HNC or Forces' technical qualification. Any experience of digital electronics, computers or instructing on these subjects, while not essential, will be useful. Fluency in written and spoken French or German would be a distinct advantage but is not essential.

Work starts you as an Assistant Lecturer on a salary of not less than £2800 a year, subject to review in the near future. You will be encouraged and expected to progress to the position of Senior Lecturer which carries a salary in excess of £5000.

Relocation expenses will be considered where appropriate.

For an application form, phone David Reeves on 01-788 7272 extension 4150, or write to him at I.C.L. 85/91 Upper Richmond Road, Putney, London SW15 2TE. Please quote reference T231497.

International Computers
 think computers - think I.C.L.

Appointments Wanted

ENGLISH LECTURER (E.F.L.)
 of recent working in North West. Also experienced in social sciences. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

EXPERIENCED TEACHER
 of recent working in North West. Also experienced in social sciences. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

English as a Foreign Language

ITALIAN GRADUATE (female)
 required for the post of Italian Graduate. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

YORK SCHOOL
 27 qualified and experienced teachers for English as a Foreign Language. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

Contracts and Tenders

NORFOLK COUNTY COUNCIL
 27 qualified and experienced teachers for English as a Foreign Language. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

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International Computers
 think computers - think I.C.L.

Personal Announcements

A PRIVATE ADVANCE
 arranged for the purchase of a house in the area of the house. The house is a three bedroom house with a garden. The house is in a quiet residential area. The house is in a quiet residential area. The house is in a quiet residential area.

AGENCY REQUIRES TUTORS
 in all subjects. The agency requires tutors in all subjects. The agency requires tutors in all subjects. The agency requires tutors in all subjects.

MORTGAGES UP TO 100%
 for teachers and other professional persons. The agency offers mortgages up to 100% for teachers and other professional persons. The agency offers mortgages up to 100% for teachers and other professional persons.

PERSONAL LOANS
 available for teachers and other professional persons. The agency offers personal loans for teachers and other professional persons. The agency offers personal loans for teachers and other professional persons.

Awards and Scholarships

SOMERSET
 27 qualified and experienced teachers for English as a Foreign Language. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

OXFORDSHIRE
 Oxford 20 miles London 75 miles
 A CHARMING COTSWOLD STONE HOUSE
 CONVERTED INTO A
 MODERN CONFERENCE CENTRE

5 Reception Rooms, 8 Bedrooms,
 6 Bathrooms, 3 Garages, Heated Swimming Pool, Stabling, 2 Hard Tennis Courts, Cottage, 2, Chloets of 12 Bed and Shower Rooms each, Restaurant Building.
 For Sale Freehold with about 7 acres

Joint Sole Agents:
CLUTTONS, Oxford (Tel. 0865 46611)
 and **KNIGHT FRANK AND RUTLEY (67999/RG)**

KNIGHT FRANK & RUTLEY
 20 Hanover Square London W1R 0AH
 Telephone 01-629 8171 Telex 265384

Dodson Bull
 Choose with confidence
CARPETS-FURNITURE-FABRICS
15% TO 33 1/3% DISCOUNT

In the Barlcon Furnishing Centre we have a comprehensive range of carpets, furniture and fabrics by all leading manufacturers, in display in room settings. All our showrooms have a wide range of display in room settings. All our showrooms have a wide range of display in room settings.

Just discuss your requirements and we will be pleased to help. We maintain substantial stocks for immediate delivery - free of charge - anywhere in the U.K. Full fitting service for carpets throughout the country.

Dodson Bull Ltd
 390 Aldersgate Street, London EC2A 4DF
 Telephone: 01-638 7626

Personal Announcements

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Exhibitions

BRITISH MUSEUM
 27 qualified and experienced teachers for English as a Foreign Language. The post holder will be responsible for the day-to-day running of the service and will be required to develop and improve the service. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent. The post holder will be required to have a minimum of 10 years' experience in the post of Head of a County Service or equivalent.

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CYNCOR SIR GWYNEDD COUNTY COUNCIL
FIELD LECTURER
 £2,922-£3,282 plus £312 a year and 1977 pay award

Who has experience of teaching history, photography or art, and a lively interest in conservation and national park ideas. As the post will involve teaching a wide range of field work, practical knowledge of some other subject such as archaeology, botany, geography, geology and ornithology is very desirable. Experience of working in an environmental study centre and knowledge of Welsh would be added qualifications.

The person appointed will be expected to do two nights a week residential duty. A single person may be provided with accommodation and board. The centre staff are enthusiasts who work long and irregular hours for which time off in lieu is given whenever possible.

Application forms from County Personnel Officer, County Offices, Caernarvon. Closing date: 18th September, 1977.

educational representatives

A small but expanding and innovative Publisher requires two additional representatives.

(i) Southern England and the West Country.
 (ii) Midlands and the North.

The work will involve visiting schools and Advisers and demonstrating products to groups of teachers. A knowledge of the teaching of Reading is essential, as is the ability to organise and carry out one's own work efficiently and effectively.

Progressive remuneration, company car and expenses.

Apply with full details of career and qualifications to:
R.G. Drake
 Drake Educational Associates Limited
 212 Whitechapel Road, Cardiff CF4 3XJ

PEAK NATIONAL PARK RANGER SERVICE

Applications are invited for the post of Area Ranger (male or female) based on Crowden in Longdendale. Salary scale Technical Officer's Grade 4, including salary and earnings supplements, £3,861 to £4,214 per annum.

Applicants should be over 25 years of age and have good outdoor experience with some knowledge of the Peak District and an interest in countryside conservation, natural history, rural crafts and hill walking. Mountain leadership certificate an advantage. Current driving licence and first aid certificate essential. Accommodation provided. Opportunity exists for spouse to take employment as warden of the adjoining camp site.

Application forms and further particulars from National Park Officer, Aldern House, Bakewell, Derbyshire DE4 1AE. Completed forms returnable by Tuesday, September 27, 1977.

TEACHERS OF EFL IN BRIGHTON

required immediately for short intensive courses for business and professional people. Applications are invited for permanent positions from teachers with a minimum of 2 years' relevant experience. Qualifications in TEFL and business background or interest would be an advantage.

Starting salary from £3,480-£4,440.

Please apply, with CV, to Director of Studies, Regent School Executive, English Courses, Dyke Road, Brighton BN1 3JH. Tel: Brighton 21771.

HARRAP BOOKS
 require a
European Studies Editor

to initiate or create new projects and to support existing materials.

Experience required:
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Work starts you as an Assistant Lecturer on a salary of not less than £2800 a year, subject to review in the near future. You will be encouraged and expected to progress to the position of Senior Lecturer which carries a salary in excess of £5000.

Relocation expenses will be considered where appropriate.

For an application form, phone David Reeves on 01-788 7272 extension 4150, or write to him at I.C.L. 85/91 Upper Richmond Road, Putney, London SW15 2TE. Please quote reference T231497.

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Starting salary from £3,480-£4,440.

Please apply, with CV, to Director of Studies, Regent School Executive, English Courses, Dyke Road, Brighton BN1 3JH. Tel: Brighton 21771.

LOOKING FOR A JOB IN LIVERPOOL?

The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority over conditions of service in further education establishments.

NATFHE members considering taking an FE job in Liverpool are strongly advised to contact NATFHE first.

Write to Negotiating Secretary, NATFHE, Hamilton House, Mableton Place, London WC1H 9BH.

COLLEGES OF FURTHER EDUCATION continued

LONDON
H.A.

South London Technical College (formerly Norwood Technical College) has been placed in the hands of the Liquidators of the London Education Authority. The college is situated in Norwood, London S16 2JH.

NATIONAL ASSOCIATION OF TEACHERS IN FURTHER EDUCATION
The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority over conditions of service in further education establishments.

WALSALL

WALSALL COLLEGE OF FURTHER EDUCATION
The Walsall College of Further Education is seeking applications for the post of Lecturer in Business Administration. The college is situated in Walsall, West Midlands.

Universities

UNIVERSITY OF BRADFORD
The University of Bradford is seeking applications for the post of Lecturer in Business Administration. The university is situated in Bradford, West Yorkshire.

Fellowships Studentships and Research Awards

OXFORD
The University of Oxford is offering several fellowships and studentships in various disciplines. Applications should be sent to the appropriate department.

Tameside Metropolitan Borough

EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
YOUTH AND COMMUNITY WORKER

£2,712 to £4,128 per annum, plus £312 per annum supplement plus Phase 2 supplement.

Applications are invited from suitably qualified and experienced Youth and Community Workers for this post at the Tameside Youth and Community Centre, Frodsham Street, Denton, Greater Manchester. The post is full-time and involves a mixture of office and field work. The successful candidate will be responsible for the running of the centre and for the supervision of staff.

Adult Education

HARTFORSHIRE
The Hartfordshire Education Authority is seeking applications for the post of Lecturer in Adult Education. The authority is situated in Hartford, Northamptonshire.

North Tyneside

NORTH TYNESIDE EDUCATION AUTHORITY
The North Tyneside Education Authority is seeking applications for the post of Lecturer in Science. The authority is situated in North Tyneside, North East England.

ATHROFA GOGLEDD - DD CYRILL

THE NORTH WALES SCHOOL OF HIGHER EDUCATION

SCHOOL OF NATURAL SCIENCES

LECTURER Grade I

In Physics and related Physical Sciences

Applications are invited for the above post from suitable graduates to teach principally to GCE 'O'/'A' and TEC courses of similar level. A teaching qualification and/or experience would be an advantage.

Salary scale £2,913 to £4,869 (Inclusive of all supplements). Closing date for applications, Monday, December 12, 1977.

Application forms and further details from the Institute Registrar, Kesterton College, Connah's Quay, Clwyd, Telephone: Deasdale 817531.

LANGASHIRE COUNTY COUNCIL

BLACKPOOL COLLEGE OF TECHNOLOGY AND ART

Lecturer II in Economics with Marketing or Tourism

(Reference number F/4)

We are seeking someone with a degree in economics plus further experience or qualifications in marketing or tourism to teach students on Hotel and Catering courses up to HND level. Alternatively we will consider applicants with professional qualifications and experience in Marketing or Tourism.

Further details and application form from the Principal, Blackpool College of Technology and Art, Ashfield Road, Bispham, Blackpool, Lancashire, to be returned by January 8, 1978.

NOTTINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

LECTURER IN ECONOMICS

Applications are invited for the post of Lecturer in Economics at the Nottingham College of Technology and Art. The college is situated in Nottingham, Nottinghamshire.

WALTHAM FOREST

WALTHAM FOREST COLLEGE
The Waltham Forest College is seeking applications for the post of Lecturer in Business Administration. The college is situated in Waltham Forest, Greater London.

SUDAN

UNIVERSITY OF KHARTOUM
The University of Khartoum is seeking applications for the post of Lecturer in Business Administration. The university is situated in Khartoum, Sudan.

Colleges of Education

CAMBRIDGE
The University of Cambridge is seeking applications for the post of Lecturer in Business Administration. The university is situated in Cambridge, East Angles.

TRINITY GRAMMAR SCHOOL

Kew, Victoria

The present Headmaster, Mr John Leppitt, will retire at the end of 1978. The Council of the School seeks applications from persons interested in appointment to the position of

HEADMASTER

For further information please write to: The Secretary, The School Council, Trinity Grammar School, Kew, Wellington Street, New, Victoria 3101, Australia.

Applications will close on 20 February, 1978.

Community Homes and Associated Institutions

BRENT
The Brent Education Authority is seeking applications for the post of Lecturer in Business Administration. The authority is situated in Brent, Greater London.

Assessment Centres

BARKING
The Barking Education Authority is seeking applications for the post of Lecturer in Business Administration. The authority is situated in Barking, Greater London.

Teacher

(part-time)


(Observation and Assessment Centre for Girls)

for General Subjects and Commerce. 12 1/2 hours per week plus extraneous duties. Salary on Scale allowances pro rata.


Newport House is an Observation and Assessment Centre for 30 girls in Mulrains Lane, Great Baddow, near Chelmsford.

Informal enquiries may be made to the Principal (Chelmsford 73061).

Application forms from Director of Social Services, Keston House, 77 Springfield Road, Chelmsford.



Essex County Council



Charlotte Mason College of Education

Ambleside

Principal Lecturer

To serve as co-ordinator of all College involvement with schools. Work in and with schools is the central integrating element of the new-style BED degree course, the growing amount of in-service work and developments in research. This is a key post in a College which is pioneering exciting new approaches in the initial and advanced training of teachers. Drive, imagination and organising ability are looked for.

Salary scale: Principal Lecturer (£8,432 to £8,070).

Please write to the Principal for further details about the College and the post.

ST. HELENS EDUCATION COMMITTEE

NEWTON LE WILLIAMS COLLEGE
The St. Helens Education Committee is seeking applications for the post of Lecturer in Business Administration. The college is situated in Newton-le-Willows, Merseyside.

Colleges and Departments of Art

HIRRFORD AND WORCESTER
The Hيرford and Worcester Education Authority is seeking applications for the post of Lecturer in Business Administration. The authority is situated in Hيرford and Worcester, West Midlands.

THE OPEN UNIVERSITY


FACULTY OF EDUCATION
The Open University is seeking applications for the post of Lecturer in Business Administration. The university is situated in Milton Keynes, Bedfordshire.

LICESTERSHIRE

TEACHERS' CENTRE
The Leicestershire Teachers' Centre is seeking applications for the post of Lecturer in Business Administration. The centre is situated in Leicester, East Midlands.

We need teachers who can remain calm under fire as well as in the classroom.

It's a tall order, we know. But then, we're not merely offering you a change of schools. In the Army, you'll teach young recruits and experienced soldiers who wish to qualify as tradesmen. You'll coach Officers who have to pass examinations for promotion and for entry to the Staff College. You may well teach abroad, perhaps with British troops, or Gurkhas or locally enlisted soldiers in Hong Kong. This makes you as important as any of our other Officers. You'll have the same status, the same opportunities for promotion, the same levels of pay. We think it only fair, therefore, that you should prove yourself first equal as an Officer. Six months at Sandhurst will give you the chance. Although it won't be your main concern, you'll have to prove that you can lead men and, if it comes to the crunch, carry out operational duties. After Sandhurst and a spell at the RAEC's own training centre, you'll take up your first teaching post. Your starting salary, depending on your qualifications, will be between £1,195 and £1,641, back dated to the day you joined. If you decide to leave after three years commissioned service, you'll get a tax-free gratuity of £1,545. As to your qualifications, the main thing is that you should be a graduate or at least a qualified teacher. Incidentally, throughout your period of service, you'll be given every opportunity to improve your own professional qualifications, possibly up to post-graduate level. Assuming you're fit and under 29, you can take a tentative step in our direction by spending three days at our headquarters or a day at any Army Education Centre. Either way, you'll be under no obligation. Entry normally takes place in January and July and you are advised to apply at least six months in advance. For further details write to: Captain G. C. Taylor, MA, RAEC, Ministry of Defence (A Ed), Dept. 24, Empire State Building, Lillie Road, SW6 1TR.



Army Officer

GREENWICH

NEW CENTRE FOR TEACHERS
The Greenwich Education Authority is seeking applications for the post of Lecturer in Business Administration. The authority is situated in Greenwich, Greater London.

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY

ST. VINCENT'S COMMUNITY HOME

TANKERTON, KENT

provides care and education on the premises for 30 boys, mainly from the London Region, between the ages of 10 and 16 years. It is situated in an urban community, close to public transport and shops, convenient for Catholic, primary and secondary schools and close to the sea.

Applicants are invited from married or single candidates for the position of:

Temporary WOODWORK & LIGHT CRAFT TEACHER

(Resident or Non-resident)

Two hours only. The post involves working with small groups of emotionally and socially disturbed boys, some of whom are educationally retarded. The unit contains good facilities for a person with a creative interest and a flexible approach to the demanding yet satisfying post.

Salary: £2,913 to £4,869 (Inclusive of all supplements).

Further details and application forms are obtainable from: THE DIRECTOR, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey CR2 5XR.

SHIRECLIFFE COLLEGE—SHEFFIELD

Principal Lecturer

Community and Social Services Section

Applications are invited for the above post to commence as soon as possible. Candidates should preferably possess relevant professional/academic qualifications and have had experience in Social Work or Social Work training. The post will involve Administrative responsibilities as co-ordinator of all course and curricula development in Social Work. It is likely that this area of work will, in the future, be established as a separate department.

Salary Scale
Principal Lecturer—£5,940 to £6,642 p.a. plus £592 Supplement

Application forms and further particulars are available from the Chief Administrative Officer, Shirecliffe College, Shirecliffe Road, Sheffield S5 8XZ. Tel: Sheffield (0742) 78301 to whom completed applications should be returned within 14 days of the appearance of this advertisement.

STAFFORDSHIRE EDUCATION COMMITTEE

NEWTON COLLEGE
The Staffordshire Education Committee is seeking applications for the post of Lecturer in Business Administration. The college is situated in Newton, Staffordshire.

LONDON, S.E.14

UNIVERSITY OF LONDON
The University of London is seeking applications for the post of Lecturer in Business Administration. The university is situated in London, East London.

Norfolk County Council

The Norfolk College of Arts and Technology

King's Lynn

Faculty of Management and Arts

Head of Faculty of Management and Arts and Head of Department of General Arts

(Group IV Department £6,756 to £7,832 plus supplements of £312 and £180 with Faculty Allowance of £345 per annum in accordance with the current Burnham Scale for teachers in Further Education)

To lead and administer the Faculty and to have special responsibility for the Department of General Arts which embraces all GCE, Language and In-Service Teacher Training Courses.

Candidates must have leadership qualities of a high order, and ideally extensive experience of teaching in schools and further education, be graduates with a teaching qualification, and have had good management experience in education, commerce or industry or in government.

For full details and an application form write to: The Chief Administrative Officer, The Norfolk College of Arts and Technology, Tannoyan Avenue, King's Lynn, Norfolk (telephone: King's Lynn (0653) 6144 extension 229).

Closing date for applications is December 31, 1977.

WEST SUSSEX

WEST SUSSEX COLLEGE
The West Sussex College is seeking applications for the post of Lecturer in Business Administration. The college is situated in Worthing, West Sussex.

BERKSHIRE

BERKSHIRE EDUCATION AUTHORITY
The Berkshire Education Authority is seeking applications for the post of Lecturer in Business Administration. The authority is situated in Reading, Berkshire.

DRUIDS HEATH SCHOOL—ALDRIDGE, WALSALL, W. MIDLANDS

QUALIFIED TEACHER


Burnham Scale 1+ Pay Supplements & Allowances

A teacher of general subjects required to work on individual programmes with small groups of boys within a broad and flexible educational programme. There will be opportunity to engage in 15 hours social work with boys during the evenings and one weekend in three, if desired.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Relocation expenses.

Informal visits can be arranged.

Applications and enquiries: Mr. J. R. Bright, Druids Heath School, Walsall Wood Road, Aldridge, Walsall, W. Midlands, Tel: Aldridge 56555.



Barnardo's

Primary School Teacher

Mediterranean Coast

Algeria

We have a vacancy in the company's English Primary School in Annaba, Algeria, for a teacher for the lower junior class, age group 7 to 9, to take up appointment on 7 January 1978.

Applicants must be qualified with several years' experience of primary school teaching. They should possess a full valid UK driving licence.

The school was established four years ago for the education of the children of our employees engaged in engineering consultancy work for the Algerian State Corporation. We anticipate that approximately 100 children will be on the school roll in January 1978, between 5 and 13 years. The school provides primary/middle education activity compatible with current UK practice in that the children can return to school in this country after two or more years in Algeria without loss of educational progress.

We offer a one-year contract in the first instance, renewable by mutual agreement. First furnished accommodation and a company car. Salary will be in accordance with current Burnham Scales plus a generous overseas allowance. Burnham Scales pension contributions and rights will be preserved. In the case of married applicants with children, education allowances and home-paid travel will be provided for older children who will normally need to continue their secondary education in the UK.

Please write briefly in the first instance, giving essential personal details and relevant experience, to Mr G. J. Dempsey, WS Atkins & Partners, Woodcote Grove, Ashby Road, Epsom, Surrey KT18 8BW, or telephone Epsom 24140 extension 2088 for an application form.

WS Atkins & Partners

OVERSEAS TEACHING POSTS

ENGLISH LANGUAGE SUPERVISOR (THAILAND)

Ministry of Education Teacher Training Department, based at Chulalongkornrajavidyalaya in English or Modern Languages Postgraduate TEFL qualifications and minimum 5 years' experience.

Salary: £5,210-£7,054 p.a.

Benefits: Overseas and Children's allowances; free accommodation; medical scheme; superannuation. 2 year contract. 77 PT 7

LECTURER IN ENGLISH (SOUTH AFRICA)

University of Fort Hare, Lecturer to run Practical English Course specifically catering for the Khosa-speaking group.

Degree in English and experience of tertiary level English teaching essential. One year university qualification in TEFL desirable. Single candidates only.

Salary: £4,400-£5,514 p.a. pro-rata.

Benefits: free furnished accommodation; employer's portion of UK superannuation. 3 year contract. 77 HU 02

HEAD OF ENGLISH DEPARTMENT/TEACHER OF MATHEMATICS (PERU)

Colegio San Silvestre, Lima. Independent British girls' day school of approximately 1,000 pupils. Teaching required for term beginning March, 1978.

Head of English, Senior School (11-17)—Qualified teacher preferably with Degree and TEFL qualification/experience to teach English throughout the Senior School up to Cambridge Overseas 'O' level. Previous experience of departmental administration essential.

Salary: Burnham Scale 3.

Teacher of Mathematics, Senior School (11-17)—Qualified Mathematics Teacher, preferably with a Degree to teach Mathematics up to Cambridge Overseas 'O' level. Minimum of 3 years' experience. An interest in co-ordination with Junior Section of school (5-11) an advantage.

Salary: Burnham Scale 2.

Single candidates preferred.

Benefits: Overseas allowance; terminal bonus; employer's portion of superannuation; 3 year contract renewable. 77 PS 100-101

TEACHERS OF ENGLISH (VENEZUELA)

British Council Institutes, Maracaibo and Ciudad Guayana

5 posts at each Institute, tonable Spring 1978 (Maracaibo) and Summer 1978 (Ciudad Guayana). Degree or teaching certificate with minimum RSA TEFL qualification or good TEFL experience.

Postgraduate TEFL qualification and 2 years' experience desirable. Single teachers or Married teaching couples without children preferred.

Salary: £3,732-£5,618 p.a.

Benefits: Overseas and accommodation allowances; medical scheme; employer's portion of superannuation contribution; 2 year contract, renewable. 77 PO 170-179

SENIOR LECTURER IN ENGLISH (MALAWI)

University of Malawi, Zomba

To teach English to university students, especially those who are training to become teachers and to supervise postgraduate students and the language laboratory. Degree in English or Modern Languages and MA in English Language or Linguistics. Substantial experience of teacher training for secondary schools and ability to use a language laboratory essential. Experience of examinations work, CQTY and ESP desirable.

Salary: £5,210-£7,054 plus 10 per cent indubitable allowance.

Benefits: personal and children's allowances; free furnished accommodation; medical scheme; employer's portion of superannuation. 2 year contract. 77 TU 142

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London, W1V 2AA.



MINISTRY OF DEFENCE DEPUTY HEADSHIP (GROUP 5) DHEKELIA PRIMARY SCHOOL IN CYPRUS FOR APRIL 1978

(1) Applications are invited from appropriately qualified and experienced teachers for the Deputy Headship of the Group 5 Primary School. The successful candidate will be required to take the Upper Junior Class and be responsible for Mathematics throughout the School in addition to the Deputy Head duties.

(2) The Service Children's Schools abroad cater for the families of British Servicemen and sponsored children temporarily absent from the United Kingdom.

(3) SALARY is in accordance with the current Burnham Scale. In addition, the 10% and 1977 Pay Supplement and the London Allowance of £312 per annum, are payable. FOREIGN SERVICE ALLOWANCE: a tax-free allowance is payable. SUPERANNUATION: normal rights of ENGAGEMENT: initially for a period of three years.

(4) All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

(5) Requests for application forms should be made to a postcard to—

MINISTRY OF DEFENCE, CM(S)4L, ROOM 343, LACON HOUSE THEOBALDS ROAD LONDON WC1X 8RY.

(6) The closing date for completed application forms is December 23, 1977.



Health Education Officers

Salary Scale 4 (£3,134 to £4,344 per annum plus £312 per annum and 5% non-advanceable supplements)

We are looking for Health Education Officers for two new posts, one in King's Lynn Health District and one in Great Yarmouth and Waveney Health District.

The successful applicants, who will be based at King's Lynn and Great Yarmouth respectively, will form part of a primary Health Education team. They will have the opportunity to develop the service in the two districts, both of which are centred in attractive towns with delightful country and coastal surroundings.

Qualifications should preferably include a Diploma in Health Education but we are particularly looking for experience in the field of Health or Education. Further details and application forms are available from The Area Personnel Officer, Norfolk Area Health Authority, 102 Prince of Wales Road, Norwich NR1 1LS, or telephone Mrs. Jane Lucas, Norwich 611233 ext. 200. Please state in which post(s) you are interested.

Closing date for receipt of applications 19th December, 1977.

AREA HEALTH EDUCATION OFFICER (SCALE 18)

Salary Scale: £5,920 to £7,129

Applications are invited for this post which is based, at the present time, in Carshalton, Surrey. The successful candidate will have executive responsibilities for all health education work in an area which serves a varied population of about 650,000 and in which there are close links with the three districts and with community and hospital staff.

Responsibilities of the post include managing an active health education service; evaluating and advising on health education programmes and assisting in drawing up Area plans and policies. There is also a field commitment. Candidates should ideally have completed a course of specialist training in health education and have considerable experience in health education work.

For further information contact Dr Vincent, Area Specialist in Community Medicine, on 01-673 8881, extension 42. For application form and job description contact the Area Personnel Department, Merton, Sutton and Wandsworth Area Health Authority (Teaching), "Homewood", 14 Atkins Road, Belham, London SW12 0AD. Telephone 01-673 8881, extension 55.

Closing date December 20, 1977.

Merton, Sutton and Wandsworth A.H.A. (Teaching)

LONDON BOROUGH OF CROYDON

APPOINTMENT OF General Inspector TO SPECIALISE IN PRIMARY EDUCATION

Applications are invited for the post of General Inspector. Applicants should have a good honours degree and have held a senior post(s) in schools or colleges or have worked in the Advisory Service.

Salary—Soulbury range—Head Teacher Group 10. £7,455-£8,079 plus pay supplements of £312 (April 1978) £189 (April, 1977) and London Allowance of £297. A car allowance is payable.

Particulars and application forms, to be returned by Wednesday, 21st Dec., 1977, may be obtained from the Director of Education, Taberner House, Park Lane, Croydon, Surrey, CR9 3JS.

Metropolitan Borough of Rochdale

PRIMARY ADVISER BHT Gp. 10 (£7,455 to £8,079) plus approximately £501 per annum in supplements

Applications are invited from well-qualified men and women with varied and successful teaching experience in primary schools. Candidates should have held posts of considerable responsibility.

Applicants are requested to indicate the specialism they can offer: it is hoped to appoint a person to be responsible for mathematics in primary schools, but candidates offering other specialist interests may be seriously considered.

Application forms and further particulars may be obtained from the Chief Personnel Officer, Personnel and Management Services Department, 166 Drake Street, Rochdale, Lancs, OL16 1XG, and returned duly completed by Tuesday, 20th December, 1977. Assistance with housing and removal expenses if required in appropriate cases. Essential user car allowance payable. (B.208.)

Education Department GENERAL INSPECTOR

with special responsibility for Drama

Salary: Soulbury Scale £7,455 to £8,079 plus £312 plus 5 per cent (maximum £208) (Burnham Head Teacher Group 10)

Further particulars and application forms available from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU.

Closing date for applications: December 16, 1977.

BIRMINGHAM CITY COUNCIL

WILTSHIRE COUNTY COUNCIL Education Department

SENIOR ASSISTANT EDUCATION OFFICER (Primary)

Salary: Principal Officer 2, points 1 to 5, £5,688 to £8,584 (plus supplements of £520 per annum)

Responsible and challenging third-tier post offering considerable scope for initiative. Applicants must be graduates with a good honours degree or its equivalent and good teaching experience at a responsible level in primary or secondary education. Previous experience in educational administration desirable.

* Assistance with removal expenses up to £500.

* Lodging allowance up to £10 per week.

Job specification and forms from Miss G. M. Ryan, Secretary to Assistant Director, Education Department, County Hall, Trowbridge, Wiltshire quoting reference NA 77.430. Closing date December 19, 1977.

Administration Local Education Authority

DOULEY Metropolitan Borough of Walsley ASSISTANT DIRECTOR OF EDUCATION (Education, Youth and Community)

Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day administration of the Education Department, including the management of the Education Committee and the staff of the Education Department.

Particulars and application forms, to be returned by Wednesday, 21st Dec., 1977, may be obtained from the Director of Education, Taberner House, Park Lane, Croydon, Surrey, CR9 3JS.

POWYS COUNTY COUNCIL EDUCATION DEPARTMENT AND HEALTH EDUCATION OFFICER (Health Education)

Applications are invited from suitably qualified persons for the post of Health Education Officer. The successful candidate will be responsible for the day-to-day administration of the Health Education Department, including the management of the Health Education Committee and the staff of the Health Education Department.

LONDON EDUCATIONAL SOCIETY ASSISTANT DIRECTOR OF EDUCATION (Education, Youth and Community)

Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day administration of the Education Department, including the management of the Education Committee and the staff of the Education Department.

LONDON EDUCATIONAL SOCIETY ASSISTANT DIRECTOR OF EDUCATION (Education, Youth and Community)

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LONDON EDUCATIONAL SOCIETY ASSISTANT DIRECTOR OF EDUCATION (Education, Youth and Community)

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DEVON INNER LONDON EDUCATION AUTHORITY

Assistant Education Officer, Primary Schools

Salary range: £9,671.80-£10,688.80 Inclusive of London Weighting and Phase 2 Supplement

The Assistant Education Officer (Primary) will be responsible for some 850 primary schools, 45 nursery schools and 230 nursery classes and for a variety of related functions.

As part of a recent reorganisation within the ILEA, the AEO (Primary) will form part of a team of four schools AEOs, each of whom will have a wide range of planning functions within an area of Inner London.

Details and application forms, to be returned to the Education Officer (EO/Establishment) Room 367, County Hall, London SE1 7PB. Forms to be returned by 18 December 1977.

General HEALTH EDUCATION OFFICER

Applications are invited from suitably qualified persons for the post of Health Education Officer. The successful candidate will be responsible for the day-to-day administration of the Health Education Department, including the management of the Health Education Committee and the staff of the Health Education Department.

LONDON EDUCATIONAL SOCIETY ASSISTANT DIRECTOR OF EDUCATION (Education, Youth and Community)

Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day administration of the Education Department, including the management of the Education Committee and the staff of the Education Department.

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LONDON EDUCATIONAL SOCIETY ASSISTANT DIRECTOR OF EDUCATION (Education, Youth and Community)

Applications are invited from suitably qualified persons for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day administration of the Education Department, including the management of the Education Committee and the staff of the Education Department.

The Royal Society For The Protection Of Birds (RSPB)

Assistant Education Officer (Educational Aids)

Based at the RSPB's Sandy headquarters, the main duties of this post are to design and produce educational aids and information on birds and natural history for use by teachers in schools and colleges. Artistic skill, adequate ornithological knowledge and teaching experience essential.

Salary within scale £3,123-£3,912 (under review).

For further details and application form please write (a.c. please) to Miss J. Robertson, RSPB, The Lodge, Sandy, Bedfordshire.

BEC BUSINESS EDUCATION COUNCIL

BEC OFFICERS

The Business Education Council invites applications for a new post of a BEC Officer. The Officer, who will join a team of five already in post, will be based in London but will travel extensively in England, Wales and Northern Ireland. BEC Officers have a major responsibility for liaison between BEC and colleges' professional bodies and employers and are key figures in planning and co-ordinating the work of the BEC Boards and Committees. The appointment is permanent but a period of secondment of not less than three years might be considered.

Appointment will be made to one of three salary scales within the range £5,100 to £7,800 (bar) to £8,400 depending upon present position, salary and relevant experience.

Further information and application forms from: The Chief Officer (O), Business Education Council, 76 Portland Place, London W1N 4AA, for return January 12, 1978.

Somerset County Council

County Catering Adviser

Candidates for this senior post, which carries executive responsibility for the catering functions of the Education Department and advisory responsibilities in respect of the catering functions of other County Council Departments, must have wide experience of practical management, not necessarily in local government, and appropriate professional qualifications.

The salary will be £5,928.57, rising by increments to £8,577.57. Inclusive of supplements (N.J.C. Scale P.O.1(VI)).

Application forms, which should be returned by 20th December, and further details are available from The Chief Education Officer (Staffing NT), County Hall, Taunton.

Commonwealth Secretariat

Vacancy for Chief Project Officer (Education) in the Education Division of the Commonwealth Secretariat London.

Applications are invited for the post of Chief Project Officer (Education) in the Education Division. Salary will be in the range of £6,583 to £8,401 including £480 per annum London Weighting.

Qualifications: A good university degree or recognised equivalent in the field of technology, a postgraduate teaching qualification, and extensive experience in teaching and administration in at least one developing country of the Commonwealth. A background of technical education in more than one country or region would be an important advantage.

To carry out assignments and projects as allocated from time to time by the Director, particularly in the field of technical and vocational education and to initiate, follow up and generally participate, within the framework of established policies, in programmes in education designed to foster Commonwealth cooperation. The officer will also be responsible for the coverage of specific geographical areas of the Commonwealth in the field of education including collaboration with relevant divisions and sections of the Commonwealth Secretariat in pursuit of his duties.

The selected candidate will be appointed initially for a three years period.

Applications giving full details of qualifications and experience, and the names and addresses of three referees, should be submitted by 10th December, 1977 to:

Administration Officer (Personnel) Commonwealth Secretariat Marlborough House, Pall Mall, London SW1Y 6JL 01-439 5411

R.S.P.C.A. PUBLICATION INFORMATION SECTION Education Department A Graduate Biologist

with animal welfare interests is required to compile information and to carry out short-term research if necessary, on topical issues with an educational content. The appointee will also be responsible for co-operating with others in organising study courses for teachers, etc.

ADMINISTRATION General continued

LONDON, W.1 THE SOCIETY FOR THE PROTECTION OF FUR ANIMALS (R.S.P.C.A.) has a vacancy for a Graduate Biologist in its Education Department.

MANCHESTER THE UNIVERSITY OF MANCHESTER has a vacancy for an Assistant Lecturer in the Department of Education.

SCARBOROUGH CRICKET CLUB invite applications for the post of Club Secretary.

CHILD CARE Applications for the post of Child Care Officer.

LIBRARIANS Applications for the post of Librarian.

ANCILLARY SERVICES Applications for the post of Ancillary Services Officer.

EDUCATIONAL PSYCHOLOGISTS Applications for the post of Educational Psychologist.

EXAMINERS Applications for the post of Examiner.

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD Applications for the post of Examiner.

CHURCH OF SCOTLAND PUBLICITY Applications for the post of Publicity Officer.

BARTON CHILDREN'S HOLIDAYS Applications for the post of Holiday Officer.

Applications for the post of Assistant Examiner.

Applications close Friday, December 16, 1977.

EAST MIDLANDS REGIONAL EXAMINATIONS BOARD

Applications for the post of Chief Examiner.

ASSISTANT EXAMINERS Applications for the post of Assistant Examiner.

ASSISTANT EXAMINERS Applications for the post of Assistant Examiner.

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ASSISTANT EXAMINERS Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner.

HERTFORDSHIRE COUNTY COUNCIL SOCIAL SERVICES

PRINCIPAL SOCIAL WORKER Intermediate Treatment

Required in Hertfordshire for preparation and development of schemes of Intermediate Treatment. Suitable for experienced candidates from Probation, Social Services, or Education service in a senior capacity.

Applications for the post of Principal Social Worker.

Applications for the post of Principal Social Worker.

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Applications for the post of Principal Social Worker.

POOLE ARTS TRUST

require for their new £4 million Arts Centre, opening early 78, the following additional managerial staff:

ARTS WORKSHOP ORGANISER (up to £4,500)

The Centre's Arts Workshop areas are to be entirely directed and animated by the Workshop Organiser whose fund of ideas and range of abilities must extend across all the performing and visual arts.

Applications for the post of Arts Workshop Organiser.

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County of Cleveland EDUCATION DEPARTMENT

SENIOR ASSISTANT EDUCATION OFFICER

Co-ordination, Planning & Development £8,119-£8,707

Applications are invited for the above full-time post in the Education Department. Applicants should be persons graduates of a British University with appropriate teaching and administrative management experience.

Applications for the post of Senior Assistant Education Officer.

Applications for the post of Senior Assistant Education Officer.

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Applications for the post of Senior Assistant Education Officer.

HM Inspector of Schools Primary and Middle Schools

Applications are invited from men and women, preferably aged between 30 and 45, for appointment in England as HM Inspectors to work mainly in the education of pupils aged 5 to 13.

Candidates should have appropriate teaching experience and understanding of child development and a knowledge of relevant current thought and practice.

Applications for the post of HM Inspector of Schools.

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Editor Hodder & Stoughton Educational are looking for an experienced editor to assist the editorial director in the handling and development of their extensive range of secondary school books in arts subjects, including modern languages.

THE LONDON CHAMBER OF COMMERCE AND INDUSTRY COMMERCIAL EDUCATION SCHEME Applications for the following appointments are invited: (A) CHIEF EXAMINER For Single-Subject Examination

Applications for the following appointments are invited: (A) CHIEF EXAMINER For Single-Subject Examination (1) Typewriting (Elementary Stage).

Applications for the following appointments are invited: (B) ASSISTANT EXAMINERS For Single-Subject Examinations (1) Accounting (Higher Stage), (2) Bookkeeping (Elementary and Intermediate Stages), (3) English for Commerce (Intermediate Stage), (4) Costing (Intermediate and Higher Stages).

Applications for the following appointments are invited: For Secretarial Studies Certificate (1) Audio/Typewriting Duties, (2) Shorthand/Typewriting Duties, (3) Background to Business, (4) Communications, (5) Office Practice.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

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Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Primary Teachers We need several more ex Primary Teachers to help us promote and discuss our products with teachers in schools. The areas we wish to cover include Surrey/Sussex, W. Midlands and Manchester/Liverpool.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

WIRRAL FURTHER EDUCATION APPOINTMENTS ASSISTANT DIRECTOR (FORWARD PLANNING) £8,729 to £7,407 plus £312 plus pay supplement 1977

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

ileA INNER LONDON EDUCATION AUTHORITY Inspectors of Multi-Ethnic Education Salary scale: £7,868.80-£8,669.80

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

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Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Leicestershire PRIMARY SCHOOLS ADVISER £7,455-£8,079 p.a. plus supplement of £501 p.a.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner. Applications for the post of Assistant Examiner.

APPLY TO: 1550

London Borough of Waltham Forest

Cornwall Education Committee
Peripatetic Area
Music Tutors - Scale 3
 (1) Area Music Tutor—West Cornwall (Penwith and Kerrier District)
 (2) Area Music Tutor—Central Cornwall (Carrick and Restormel District)
 (3) Area Music Tutor—North and East Cornwall (North and Caradon District)

Applications are invited from qualified and experienced teachers for three full-time posts available from April 1978. A candidate not able to take up the post until September will be considered.

Applicants should be gifted teachers with an understanding and experience of modern classroom methods; competent musicians with a broad musical outlook; instrumental or vocal specialists of high standard; able to work happily in a cooperative teaching situation.

While being in charge of area teams, the successful candidates will themselves also be working as members of the County Music Service which operates under the direction of the Senior County Music Adviser.

A car is essential for which a casual users allowance is available. There is a scheme for removal expenses. Further details and an application form may be obtained from the Senior County Music Adviser, Old County Hall, Truro. Please send stamped addressed envelope.

Closing date for application: January 6, 1978.

MISCELLANEOUS
Appointments
 continued

DERBYSHIRE
 LEICESTERSHIRE
 LONDON
 NORTH YORKSHIRE
 SOUTH YORKSHIRE
 SUSSEX
 WILTSHIRE

English as a Foreign Language
ANGLO-SCHOLI
 Department of Education and Science
 (Teaching) Application Form
 (Teaching) Application Form
 (Teaching) Application Form

Public Notices
M.A. AND PH.D. PROGRAMMES
 THE UNIVERSITY OF ALBERTA
 THE UNIVERSITY OF ALBERTA
 THE UNIVERSITY OF ALBERTA

Awards and Scholarships
CHANNING SCHOOL
 CHANNING SCHOOL
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 CHANNING SCHOOL

Personal
Announcements
A PRIVATE ADVANCE
EMIGRATE WITH
BREWER & TURNBULL

Entertainments
CHRISTMAS EVENTS
NATIONAL GALLERY
ARTS THEATRE
POSTAL SHOPPING

GROUP TRAVEL
INTERNATIONAL LANGUAGE CLUB
LAKE AND TRAINING GROUP
NORMANDY

FOR LOANS AND MORTGAGES
POSTALOANS UNSECURED
IMMEDIATE ADVANCE
MORTGAGES

EDUCATIONAL COURSES
ENGLISH AS A FOREIGN LANGUAGE
RUSSIAN
VIENNA BOYS CHOIR

Clifton College, Bristol
Music Scholarships
 One Scholarship of up to £850 and two of up to £400 each will be compiled for on Tuesday, February 28, 1978.

EDUCATIONAL DEVELOPMENT AWARDS
 Ministry of Overseas Development
 This Ministry is offering about 12 awards to enable the study of Education in developing countries and to enlarge the experience of those from Britain employed in this field.

Berol LIMITED

Some people think that Berol Limited produce art materials, pencils and markers for schools.

At Berol Limited we think we produce contented teachers and video-awake kids.

If that sounds interesting to you and you have a leaning towards Art and Crafts you could be our

SALES REPRESENTATIVE

Ideally an interest in Art and a concern for Education is what we are looking for. Previous selling experience, whilst useful, is not essential because we will train you.

You will be responsible for calling on Schools, Supplies Officers and Advisors in


Bucks, Oxon, Northants, Leics and Warwick.

A company car will be provided.

Local, but not least, the opportunities for career development in this people-orientated Company are considerable.

Telephone for an application form to Yvonne Lavel King's Lynn office phone King's Lynn 01421.

Berol Limited, Oldmadow Road, King's Lynn, Norfolk PE30 4JR.



HAVE YOU CONSIDERED ALTERNATIVE TEACHING?
 A vacancy will occur in the New Year for an additional member of the staff of the National Institute for Research in Alternative Teaching.

ENGLISH AS A FOREIGN LANGUAGE
 Representation, freelance basis, worldwide, English as a Foreign Language.

MANCHESTER (DORMANTLY)
 MANCHESTER POLYTECHNIC
 MANCHESTER POLYTECHNIC

TRAFFORD
 TRAFFORD PARK INDEPENDENT
 TRAFFORD PARK INDEPENDENT

STAFFORDSHIRE
 STAFFORDSHIRE
 STAFFORDSHIRE

VIENNA BOYS CHOIR
 Vienna Boys Choir
 Vienna Boys Choir

READING PARK SCHOOL
 READING PARK SCHOOL
 READING PARK SCHOOL

RUHRLEY
 RUHRLEY
 RUHRLEY

T.E.P.L. COURSES
 T.E.P.L. COURSES
 T.E.P.L. COURSES

APPOINTMENTS WANTED
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 APPOINTMENTS WANTED

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Buckinghamshire
 Milton Keynes Division
 Willen Lake
MANAGER
 BURNHAM SCALE 3
 (male or female)

Milton Keynes, a new city, is developing a water complex based on Willen Lake. The post of Manager, available from January, 1978, or April, 1978, will be a joint Bucks County Council/Milton Keynes Development Corporation appointment. The Manager will be responsible for providing a wide range of recreational services including sailing, canoeing, angling and camping. He/she will also be responsible for a full school sailing training programme. During the winter months, the successful candidate will be expected to take a teaching commitment.

As a member of the Recreation Unit, the Manager will be expected to contribute to the management commitment of the Milton Keynes Development Corporation which is catering for the leisure needs of a projected population of 200,000. Consequently, we are looking for a person who can combine management qualities with sailing experience for this challenging post.

The Milton Keynes Development Corporation are prepared to help with rented housing. Removal expenses are also available in accordance with the conditions of the MKDC. Application forms and further details available from the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a stamped addressed footcap envelope.

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MANAGER
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